DOCUMENT RESUME

ED 428 279 CE 078 333

TITLE	Education Programs for Adults with Disabilities. Employment Task Force for Adults with Disabilities: Report to the Commissioner of Education.
INSTITUTION	Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE	1998-12-00
NOTE	155p.
AVAILABLE FROM	Clearinghouse Information Center, Bureau of Instructional Support and Community Services, 628 Turlington Bldg., 325 West Gaines Street, Tallahassee, FL 32399-0400 (Order No. DD 033).
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Day Care; *Adult Education; *Adult Programs; *Disabilities; Educational Benefits; Educational Finance; *Labor Force Development; Models; Postsecondary Education; Program Effectiveness; Sheltered Workshops; State Legislation; State Programs; *Statewide Planning; Supported Employment; Vocational Education
IDENTIFIERS	*Florida

ABSTRACT

This report addresses legislative concerns that Florida's adults with disabilities are appropriately served by postsecondary vocational and adult education programs. Introductory materials include the following: Employment Task Force for Adults with Disabilities; Workforce Development Implementation Act of 1998 Legislative Mandate; task force charge and activities; and acronyms. Section 1 defines adults with disabilities, provides background information on educational programs for this population, reviews related legislation, and provides a summary of task force initiatives. Section 2 displays the Programs and Funding Conceptual Model in narrative and charts. It incorporates definitions, key concepts, outcomes and outputs, and funding recommendations from the subcommittees and is organized around competitive employment, supported employment, transitional work experience, and adult day program. For each area, outcomes, programs, performance criteria, accommodations, and funding recommendations are delineated. Vignettes show how an individual adult with disabilities would benefit from the programs and supports. Section 3 provides the conceptual model terms and concepts the task force adopted. Section 4 addresses current data elements, new data elements needed for reporting, and strategies for collecting and sharing additional information that would facilitate program planning and improvement, and makes recommendations regarding quality assurance. Appendixes include task force member list, agenda, subcommittee reports, survey instruments, additional solutions, and a separate executive summary. (YLB)

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ED 428 279

Employment Task Force for Adults with Disabilities:

REPORT TO THE COMMISSIONER OF EDUCATION

Education Programs for Adults with Disabilities

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December 1998
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Employment Task Force for Adults with Disabilities:

REPORT TO THE COMMISSIONER OF EDUCATION

Education Programs for Adults with Disabilities

December 1998
Florida Department of Education

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Preface

The Employment Task Force for Adults with Disabilities faced a complex task. During the past several months, participants reviewed and discussed a vast quantity of information. Throughout the deliberations, one of the major premises became clear–that all individuals with disabilities must have choice, opportunities, and access to quality programs and services.

We all came to the table with different perspectives–those of adults with disabilities, family members, educators, community service providers, state agency representatives, and other advocates. We came to a common ground for a common cause–to improve the quality of life for adults with disabilities in the State of Florida.

As a result of our work, we present this plan, a unified plan, a plan for coordination and collaboration. It is our hope that with this report we will have demonstrated to all who read it that we have removed ourselves from individual interest and moved to a commonality of interest. This work reflects the recognition that we have to cooperate and coordinate our efforts and services to maximize opportunities and limited resources.

Endorsing and funding the conceptual model in its entirety will recognize the diversity of abilities and needs of Florida's adults with disabilities. It will also provide the foundation of a unified plan to continue to open the doors of opportunity for all of Florida's citizens, including those with lifelong disabilities and those who acquire disabilities in adulthood.

We are committed to continuing to work closely together to implement the recommendations presented herein and to address other issues in order to help adults with the full range of disabilities achieve their goals by exercising choice and participating in all that Florida has to offer.

Florida's Employment Task Force
for Adults with Disabilities
December 1, 1998

Acknowledgements

Many advocates for adults with disabilities—adults with disabilities, family members, educators, community service providers, state agency representatives, and others—took time out of their busy schedules to participate in the Employment Task Force for Adults with Disabilities and subcommittee meetings, sharing their expertise, experience, and creative ideas, as reflected in this report. Their efforts on behalf of adults with disabilities are greatly appreciated, and their willingness to continue their involvement in the next activities is most welcome. A list of members is included on the following page.

Special appreciation is also extended to Ron Scull, Chair, and Joe Krieger, Vice-Chair, Employment Task Force for Persons with Disabilities, for their leadership and commitment. In addition, special thanks are due to staff from the Department of Education, Division of Workforce Development, and Division of Public Schools and Community Education/Bureau of Instructional Support and Community Services; Florida Developmental Disabilities Council; and the Department of Children and Families, Developmental Services Program Office for their dedication and hard work in serving as staff to the Task Force to meet the legislative charge.

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Workforce Development Implementation Act of 1998
Legislative Mandate

This report has been prepared for the Commissioner of Education by the Employment Task Force for Adults with Disabilities, commensurate with the following legislative mandate:

> There is established the Employment Task Force for Adults with Disabilities, to be composed of an equal number of members appointed by the Commissioner of Education and the Executive Director of the State Board of Community Colleges. The commissioner shall appoint an additional member to serve as chairperson. Composition of the task force must include representation from organizations and state agencies that provide services to people with disabilities and people who receive services through programs that enroll adults with disabilities.
>
> (1) The task force shall:
>
> (a) Review current programs that provide education for adults with disabilities and identify those that are appropriately funded by the Workforce Development Education Fund or the categorical fund created in Specific Appropriations 119-A and 157-A of the Conference Report on House Bill 4201. If the task force identifies programs that are appropriate for funding from both sources, it shall define conditions of the programs or the students that make the dual funding appropriate.
>
> (b) Identify and classify programs conducted for adults with disabilities and report the number of adults with disabilities enrolled in those programs and in other workforce development education programs during the 1997-1998 and 1998-1999 school years.
>
> (c) Review the expenditure of funds by school districts and community colleges for educational programs for adults with disabilities. This review includes identifying programs in which funds are used with maximum efficiency and an analysis of the characteristics of effective and efficient funding methods.
>
> (d) Identify and recommend remedies for conditions that could preclude the participation of people who are capable of working toward competitive employment.
>
> (2) The Department of Education shall provide staff to assist the task force. Task force members may be reimbursed for travel expenses as provided in section 112.061.
>
> (3) The Task Force shall submit a report to the Commissioner of Education by December 1, 1998. The report may include recommendations for changes in policy, rule, or law to increase the effectiveness of programs that enroll adults with disabilities.

Section 239.5144, F.S.

TASK FORCE CHARGE AND ACTIVITIES

CHARGE	RESPONSE	RESULT	CONCLUSION
1. Review current programs that provide education for adults with disabilities.	Grouped client educational/service needs into program areas.	Program areas were used for structuring conceptual program and funding model.	Four program areas are Competitive Employment, Supported Employment, Transitional Work Experience, and Adult Day Programs.
	Distributed surveys to key partner agency heads on November 18, 1998.	Currently not available.	None
2. Identify programs that are appropriately funded by the WDEF or categorical fund (if both sources of funding are appropriate, explain appropriate conditions or students).	Sent one-page survey to school districts and community colleges in October 1998. Received responses from 54 school districts and three community colleges.	Insufficient information was reported to accurately reflect the total programs serving the full range of adults with disabilities.	All four program areas were supported through both sources of funding. Special appropriation category was used more often for programs other than Competitive Employment.
3. Identify and classify programs for adults with disabilities.	Categorized needs into four program areas.	Current educational programs fit within Competitive Employment area. Activities within the other three areas are currently done under adult general education program for adults with disabilities.	Educational programs need to be developed for the other three areas.
4. Report number of adults with disabilities enrolled during 1997-1998 and 1998-1999 school years.	Sent one-page survey to school districts and community colleges in October 1998. Received responses from 54 school districts and three community colleges.	Data collected was for 1998-1999 school year. Total number of students is 13,024.	Insufficient information was reported to accurately reflect the total programs serving the full range of adults with disabilities.
5. Review expenditure of funds by school districts and community colleges for educational programs.	Reviewed October survey results.	Compiled summaries of survey results by number of students, funding sources, and types of facilities used.	Supported Employment and Transitional Work Experience areas were the more expensive programs.
6. Identify programs in which funds are used with maximum efficiency, and characteristics of effective and efficient programs.	Created three subcommittees to review programs and funding; definitions; and outcomes, outputs, and performance measures.	Found inconsistencies in definitions. Saw need for performance criteria, outputs, and outcomes for program areas.	Recommended changes to definitions in statutes and rules. Created program and funding conceptual model.
7. Identify and recommend remedies for conditions that could preclude participation in competitive employment.	Created barriers and solutions subcommittee which drafted a long list of barriers and solutions.	One overriding barrier is the lack of coordination across systems, communities, and agencies regarding transportation, supports and services, funding, public awareness and program information, and sharing/coordination of data.	Recommended establishing an ongoing structure/process, including stakeholders to ensure an effective coordinated system for the education, training, employment, and retention of adults with disabilities.

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For the Reader . . . Acronyms

The following acronyms appear throughout this report.

ABE	Adult Basic Education
ACE	Adult and Community Educators of Florida
AD	Adult Day Program
ADA	Americans with Disabilities Act
AGE	Adult General Education
AIEP	Adult Individual Educational Plan
A.S.	Associate in Science Degree
BAR	Barriers Subcommittee of the Employment Task Force for Adults with Disabilities
BISCS	Bureau of Instructional Support and Community Services
CE	Competitive Employment
DCF	Department of Children and Families
DEF	Definitions Subcommittee of the Employment Task Force for Adults with Disabilities
DOE	Department of Education
DWD	Division of Workforce Development
EO	Ex-Officio
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
FETPIP	Florida Education and Training Placement Information Program
FCP	Functional Completion Points
FAC	Florida Administrative Code
FDLRS	Florida Diagnostic and Learning Resources System
F.S.	Florida Statutes
FTE	Full-Time Equivalent
GED	General Educational Development
HMO	Health Maintenance Organization
IEP	Individual Educational Plan
IP	Interested Person
K-12	Kindergarten through Grade 12
LCP	Literacy Completion Points
OCP	Occupational Completion Points
OUT	Outcomes, Outputs, Performance Measures Subcommittee of the Employment Task Force for Adults with Disabilities
PASS	Plan for Achieving Self-Support
PTA	Parent Teacher Association
PreK—12	Prekindergarten through Grade 12
PRG	Programs and Funding Subcommittee of the Employment Task Force for Adults with Disabilities
SE	Supported Employment
SSA	Social Security Administration
SSI	Social Security Income
TF	Task Force
TWE	Transitional Work Experience
U.S.C.	United States Congress
VESOL	Vocational English for Speakers of Other Languages
VPI	Vocational Preparatory Instruction
WAGES	Work and Gain Economic Self-Sufficiency
WC	Working Committee
WDIS	Workforce Development Implementation System

Introduction

Employment Task Force for Adults with Disabilities

The 1998 Legislature created the Employment Task Force for Adults with Disabilities (referred to as the Task Force in this report) and charged this group with bringing stakeholders together to address program and funding issues impacting adults with disabilities. The purpose of this report, reflecting the work of the Task Force, is to provide the Commissioner of Education with the information requested in Senate Bill 1124. Task Force participants, all advocates for individuals with disabilities, included consumers, parents, community service providers, school district and community college teachers and administrators, legislators and legislative staff, state agency representatives, state association representatives, and others (see Membership Lists, Appendix A).

This section defines *adults with disabilities*, provides background information on educational programs for this population, and reviews related legislation. It also provides a summary of Task Force initiatives consistent with the legislative mandate.

Adults with Disabilities

Florida's *adults with disabilities* include those individuals who have physical or mental impairments that substantially limit one or more major life activities, have a record of such impairment, or are regarded as having such an impairment. For educational purposes, adults with disabilities are those who require modifications to the educational program, adaptive equipment/assistive technology, or specialized instructional methods and services.

The population of adults with disabilities is a complex and varied one, including those born with disabilities and those who become disabled during childhood or later in life. The person's disability may be mild or severe with long lasting and persistent effects. Individuals with disabilities have widely varying abilities, interests, and needs; it is important to remember that each person is unique. The diversity of these individuals is illustrated in the vignettes included under the "Task Force Recommendations" section below. However, one common issue is the significant number of people with disabilities who are unemployed (approximately 70%) or underemployed. As a result, many persons with disabilities are living in poverty or near the poverty level.

Educational Programs

Throughout the years, adults with disabilities have participated in a variety of educational programs in both "mainstreamed" and "special" settings. There is a commitment to providing educational programs for adults with the full range of disabilities, including those with significant disabilities who do not have Competitive Employment as their targeted outcome at this time.

Expected outcomes for these programs include but are not limited to Competitive Employment; further education and training; Supported Employment; participation in other work activities, such as Transitional Employment; and participation in Adult Day Program activities to develop literacy skills, independent functioning skills, and other skills.

Adult education programs have been offered at school and community sites including vocational-technical centers, community colleges, adult education centers, community-based congregate facilities, work sites in the community, libraries, and other locations.

The Zollie Maynard Act (1989)

Initially, adult education programs and services were provided to adults with disabilities even though there was no special funding. From the late 1970s, adult educators requested special funding for programs for adults with disabilities. In 1987, the Commissioner of Education was given the charge to facilitate a study of the request for funding to determine what it would cost to fund programs for adults with disabilities. The Zollie Maynard Act, Section 228.0727, *Florida Statutes*, was enacted in 1989. The purpose of the legislation was to (1) encourage adults with disabilities to participate in educational programs to increase their daily living skills, academic skills, and economic independence; and (2) supply financial assistance to local educational agencies that provide an educational program for adults with disabilities. The financial component was allocated through Full-Time Equivalent (FTE) generation (funding category number 416), originally "double" that of adult education funding. The purpose of this special funding was to reduce class size in Adult Basic Education classes and to provide specialized materials, equipment, and support needed by adult students with disabilities. To be eligible for the special cost factor, local educational agencies were required to have approved plans for adults with disabilities programs, individual adult education plans (currently referred to as adult individual educational plans [AIEPs]) , cooperative agreements, and annual reports. The local educational agencies had the option of including the following classes in their adults with disabilities programs: Adult General Education, Vocational Job Preparatory, Vocational Preparatory, and Vocational Supplemental. Over time, the weighted cost factor was reduced.

Senate Bill 1688 (1997)

The 1997 Legislature passed Senate Bill 1688 in response to the state's increased emphasis on accountability and return on investment and to move toward paying for performance in postsecondary vocational and adult education programs. The concept also included developing standard program lengths and program costs as well as a common database. This legislation represented a major shift in thinking—paying for performance rather than seat time—with payments for enrollment, completion, and placement and retention in jobs. Funds were moved to the Workforce Development Fund and the Division of Workforce Development was created (formerly the Division of Applied Technology and Adult Education). The Commissioner's Task Force on Workforce Development made recommendations for implementing the new system, including structure, funding formulas, etc. A base

funding was proposed, with the remainder of funding to be based on performance. Two issues arose that did not fit the Workforce Development Model: (1) the role of adult and community education and (2) adults with disabilities who needed intensive supports and long term services. The narrow definition of *Workforce Development* caused concerns among some advocates. It was clear that many adults with disabilities would participate in the Workforce Development programs as defined; however, there was still a need to address the situation of persons with disabilities who may require specialized adult or vocational programs as well as persons in regular Workforce Development who may require accommodations to complete their programs.

Workforce Development Implementation Act
Senate Bill 1124 (1998)

The 1998 Legislature passed Senate Bill 1124, The Workforce Development Implementation Act, which included provisions for addressing the needs of adults with disabilities.

Funding

Prior to 1998, there was a single allocation for Workforce Development, for job preparatory programs, supplemental programs, and adult education (including programs for adults with disabilities). The 1998 Legislature created the Special Appropriations fund for adults with disabilities by moving approximately $20 million from the Workforce Development Fund. This Special Appropriations funding is not performance-based. Individuals served with these funds are not required to achieve Competitive Employment. For adults with disabilities, there are two potential sources of funds for programs—Workforce Development (performance-based) and Special Appropriations (not performance-based).

Programs

Adult education programs include

- Adult Basic Education (ABE)—literacy grade levels 0.0 to 8.9 in reading, math, and language
- General Educational Development Program (GED)
- Adult High School—for those who need to earn their high school diploma
- English for Speakers of Other Languages (ESOL) and Vocational English for Speakers of other Languages (VESOL)
- Citizenship
- Workplace Readiness Skills for ABE, ESOL, and Vocational Preparatory Instruction (VPI)
- Adult General Education for Adults with Disabilities—a specialized program with literacy and living skills
- Adult Life Stages—a program for adults age 55 and above. Adult education programs are broken into literacy completion points.

Vocational education programs include

- More than 200 vocational certificate programs, delivered by school districts or community colleges in a variety of occupational program areas
- Applied Technology Diploma programs, a one-year technical program
- Two-year Associate in Science Degree programs.

The programs have been restructured and broken down into occupational completion points (OCP). There is also the Vocational Education for Students with Disabilities program, a specialized program for adults with disabilities who need additional time and support to be successful. All postsecondary vocational programs are job preparatory and performance-based. They are funded through Workforce Development funds based on enrollment, completion, and placement.

Employment Task Force for Adults with Disabilities

The Workforce Development Implementation Act created the Employment Task Force for Adults with Disabilities to bring stakeholders together to address issues impacting adults with disabilities and to keep everyone involved. The Task Force was charged with (1) reviewing current programs and funding, (2) defining programs, (3) clarifying use of and performance associated with the Workforce Development dollars and the Special Appropriations dollars, (4) studying funding formulas, (5) identifying characteristics of quality programs, (6) identifying characteristics of funding models, (7) making recommendations, and (8) identifying barriers. The Task Force was also charged with presenting a report and recommendations to the Commissioner of Education by December 1, 1998.

The Work of the Task Force

The Task Force met for the first time on September 15, 1998, in Tallahassee. (See agenda and minutes, Appendix B). Four Task Force subcommittees—Programs and Funding; Definitions; Outcomes, Outputs, and Performance Measures; and Barriers and Solutions—met during the week of October 20-23, 1998, in Tallahassee. (See minutes, Appendices C-F). During the Subcommittee meetings, participants used the working assumptions included in Appendix G. The Task Force met again on November 12-13, 1998, in Tallahassee. (See agenda and minutes, Appendix H).*

Task Force activities specific to each area of its charge are delineated on page 2 above. Due to insufficient time and resources, the Task Force did not review all programs that provide education for adults with disabilities. The DOE did survey school district and community college programs (see "Task Force Survey" below) regarding program and funding information and has initiated a survey of related agencies regarding their sponsored programs. At this time, however, there is an incomplete picture of the resources and services available to adults with disabilities.

* The draft Task Force report was sent to Task Force and Ex Officio members for their endorsement. Of those responding, only two members did not endorse the report. Their concern was that Special Appropriations funding to support educational programs for adults with disabilities should be provided on an ongoing rather than time-limited basis.

Task Force Survey: Program Outcomes/Related Funding for Adults with Disabilities

Consistent with the Task Force's legislated responsibility to review current programs and funding, a survey was disseminated to school districts and community colleges in October 1998 to compile preliminary information about Competitive Employment, Supported Employment, Sheltered Workshop, and Adult Day Training programs. Information was collected about numbers of students, funding sources, sites, and unmet needs.

Fifty-four school districts and three community colleges completed surveys. The survey instrument, directions, and state summary data are presented in Appendix I.

While insufficient information was reported to accurately reflect the total programs serving the full range of adults with disabilities, responses did suggest the following.

- Adults with disabilities are served in programs across the spectrum, from Competitive Employment to Adult Day Training.

- Many adults with disabilities are served in Workforce Development programs that lead to Competitive Employment outcomes.

- Program areas are supported through both Workforce Development and Special Appropriations funding, although the Special Appropriations funds are used more for program areas other than Competitive Employment.

- Supported Employment and Sheltered Workshop areas are the more expensive programs, in terms of expenditure per student; this is probably due to the individualized nature of these programs, as well as the need for job support.

- The majority of school districts and community colleges responding offer such educational programs for adults with disabilities primarily in facilities as follows:

    - *Competitive Employment outcomes*—school/college facilities

    - *Supported Employment outcomes*—work sites in the community

    - *Sheltered Workshop outcomes*—community-based organizations

    - *Adult Day Training outcomes*—community-based organizations

- Based on the survey results, a significant number of adults with disabilities are waiting to enroll in various educational programs. Many of these adults are waiting to enroll in educational programs with Supported Employment outcomes.

- The data support the need for a continuum of services to ensure consumer choice and appropriate programs based on individual needs.

Interagency Matrix and Agency Funding Streams

The 1998 Legislature charged the Task Force with studying programs, services, and funding for adults with disabilities. The Task Force, as well as Agency Partners for People with Disabilities, a committee of agency heads that has met on a regular basis for the past year, recommended compiling information through two survey forms. One form is designed to reflect the types of employment-related programs, services, and supports provided for adults with disabilities. The second form is designed to address funding for programs, supports, and services for adults with disabilities. The forms were distributed to key partner agency heads on November 18, 1998. Survey results will be compiled and sent to the Commissioner of Education as an addendum to this report.

Task Force Recommendations

Programs and Funding Conceptual Model

The Programs and Funding Conceptual Model is displayed in the following narrative and charts. The model incorporates definitions, key concepts, outcomes and outputs, and funding recommendations from the Programs and Funding, Definitions, Outcomes and Outputs, and Performance Measures Subcommittees. The model is organized around the following areas:

Area I: Competitive Employment
Area II: Supported Employment
Area III: Transitional Work Experience (formerly known as Sheltered Workshop)
Area IV: Adult Day Program

For each area, outcomes, programs, performance criteria, accommodations, and funding recommendations are delineated. There are also vignettes which show how an individual adult with disabilities would benefit from the programs and supports provided in each area. Across all areas these vignettes show the diversity of the population of adults with disabilities and how the proposed programs enable choice and meet individual needs toward appropriate outcomes.

Area I: Competitive Employment

This section addresses vocational education and adult education programs that lead to Competitive Employment. For the purpose of this report, *Competitive Employment* is defined as "work in the competitive labor market that is performed on a full-time or part-time basis and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled."

Tawanna

***Tawanna** is a student with a learning disability who graduated from high school in 1994. A multi-agency team comprised of representatives from the school district, the Division of Vocational Rehabilitation, and the community college's Outreach Program and Student Services Program provided support to Tawanna. Support included career guidance, counseling, and referral to assist Tawanna in overcoming her insecurities and identifying a feasible goal.*

Tawanna, a recipient of Florida's Gold Seal Scholarship, decided to attend community college and enroll in the Police Academy. During this time she also worked part-time. In May 1998, Tawanna graduated from the community college with an Associate in Science (A.S.) Degree in Criminal Justice and passed the Florida Department of Law Enforcement Certification Test. She is now employed by the county sheriff's office.

Rosa

***Rosa**, a student who is deaf, received counseling through the Division of Vocational Rehabilitation to help her identify her career goals. She decided to work toward her GED and then pursue further education at the local vocational technical center. Rosa recently received her GED. She had the assistance of an interpreter throughout her GED preparatory classes as well as during the official GED testing process. Rosa has strong computer skills and is very interested in drafting and design. She will enter the Computer Assisted Drafting program at the local vocational-technical center where she will continue to need the services of an interpreter. Rosa hopes to work in an architectural firm some day.*

Area I: Competitive Employment	
Outcome: Part or full-time employment at or above minimum wage; may include benefits.	
Programs	***Performance Criteria/Quality Indicators***
1. Vocational certificate, diploma, or degrees	• Completion of occupational completion points (OCP) • Placement as defined in the Workforce Development system • Retention as defined in the Workforce Development system
2. GED	• Pass each official sub-test of the General Educational Diploma (GED) • Completion of literacy completion points (LCP) • Placement as defined in the Workforce Development system
3. Adult Basic Education (ABE)	• Completion of literacy completion points
4. English as a Second Language (ESOL)	• Completion of literacy completion points
5. Workplace Readiness Skills/Limited English Proficient—Adult	• Completion of literacy completion points
6. Workplace Readiness Skills/Adult Basic Education	• Completion of literacy completion points
7. Workplace Readiness Skills/Vocational Preparatory Instruction (VPI)	• Completion of literacy completion points
8. Adult High School	• Completion of literacy completion points • Placement as defined in the Workforce Development system
9. Vocational Education/Students with Disabilities	• Completion • Placement (To be developed further)
10. Adult General Education for Adults with Disabilities (this course to be refined; other course(s) may need to be developed)	• To be developed

Area I: Competitive Employment– continued	
Outputs (reaching a program objective):	***Outcomes*** (what happens after individual exits the system):
Occupational Completion Points (OCP) in Vocational Education • Vocational Certificate • Applied Technology Diploma • A.S. Degree	Placement as defined in the Workforce Development system
Literacy Completion Points (LCP) in Adult General Education • Adult Basic Education • ESOL • Vocational Preparatory Instruction • ABE • Adult High School • GED • Others	Placement as defined in the Workforce Development system

Accommodations That May Be Needed (Excess Program Costs)

Extra time in program	Adaptive equipment/assistive technology and services
Qualified interpreters	Support personnel (e.g., special counselors, transition/employment specialists)
Transportation	Specialized assessments
Notetakers	Readers
Accessible format	Other mental health supports
Assertive community treatment	
Tutors	

Funding Recommendations

- Continue the Workforce Development Education Fund with incentive funding for programs for adults with disabilities at a level commensurate with services rendered.
- Continue Special Appropriations funding for needed accommodations.
- Continue and expand school district, community college, and agency partnerships to ensure that funding is provided to support needed accommodations for students with disabilities.
- Support additional funding in the Transportation Disadvantaged Trust Fund, authorized in Chapter 427, Florida Statutes, specifically for the purpose of providing and coordinating transportation for eligible adults with disabilities as defined in this report.

Area II: Supported Employment

This section addresses Supported Employment activities for individuals with significant disabilities. For purpose of this report, *Supported Employment* is defined as "competitive employment with ongoing support for persons with significant disabilities for whom competitive employment has not traditionally occurred or is interrupted/intermittent as a result of their disability." Supported Employment models include but are not limited to individual Supported Employment, enclaves, entrepreneurial, and mobile work crews.

Cameron

Cameron, *a person with significant mental retardation, graduated from a special day school in 1988. He was among the first high school students in Florida to benefit from supported employment, a "place-and-train" model. At that time, supported employment was a new approach to employment training for persons with significant disabilities. Cameron had severe speech impairment, had great difficulty staying on task, and exhibited inappropriate behaviors. Despite these challenges, Cameron's employment specialist found employment for Cameron in a local restaurant in December 1987.*

Cameron received collaborative job placement assistance from the local school district and the Division of Vocational Rehabilitation. He has received ongoing follow-along services from Developmental Services and the local Association of Retarded Citizens to maintain his job. The initial cost of placement was approximately $6,000. The annual cost of maintenance is $1,700. Annual taxpayer savings from decreased Supplemental Security Income and this program as opposed to a more restrictive program average $11,000, with combined savings over his eleven years of employment potentially exceeding $100,000. Currently, Cameron is approaching his twelfth anniversary on the job. This is phenomenal for an individual once thought to be unemployable.

Chen

In 1989, ***Chen****, a 25-year-old man with a chronic mental illness, sat at home with few interests and little desire to do anything. His family heard about adult and community education classes for adults with disabilities and encouraged Chen to enroll in the adult basic education class and commercial food service class. He immediately thrived in the environment, gaining academic, daily living, computer, interpersonal, and job-related skills.*

After approximately a year and a half, Chen began work at a local fast food restaurant with the assistance of an employment specialist. Chen also moved out of his family's home into an apartment with a roommate. With the assistance of a supported living coach, he was able to live independently, taking care of his apartment and managing his money.

Chen continued to redefine his goals and move toward new ones. Using the skills he acquired in the commercial food service class and with the assistance of his employment specialist, Chen earned a promotion. Currently, he works at a restaurant, lives independently, and participates in a service organization. He continues to receive occasional follow-along services from the employment specialist and has strong natural supports in the work place. Additionally, he continues to attend classes part-time, feeling he needs the ongoing skill development.

Area II: Supported Employment

Placement first, training occurs on the job, ongoing support is provided. Each participant has an individual training plan.

Outcome: Competitive Employment in community, at or above minimum wage, full or part time, with ongoing support because of intensity of disability

Programs	***Performance Criteria/Quality Indicators***
Supported Employment (new course to be developed)	• Not time-limited • Accomplishing goals in the AIEP to complete Phase I (training) • Placement in Competitive Employment in individual job • Placement in enclave or work crew • Provision of Phase II follow-along • Retention/retraining (returning to Phase I) at worksite • Situational assessment • Functional completion points (FCP)
Outputs (reaching a program objective):	***Outcomes*** (what happens after individual exits the system):
Mastered skills in training plan (Phase I)	Working, receiving wages, ongoing natural supports/agency support (Phase II)—part-time/full-time work; benefits; social integration Workdays/retention (same standards not applied to all students)

Accommodations That May Be Needed (Excess Program Costs)

Ongoing services—Phase I (one-to-one-training) and Phase II (follow-along)
Transportation, especially in rural communities
Job coach/employment specialist for job development, placement, training, follow-along
Adaptive equipment/assistive technology and services
Qualified interpreters
Situational assessment
Personal attendants (to accompany and assist student)
Assertive community treatment
Other mental health supports

Funding recommendations

- Continue Special Appropriations funding and Workforce Development funding.
- Allow school districts and community colleges to use Special Appropriations funding, Workforce Development funding, or a combination of both funding sources for Phase I training.
- Allow Special Appropriations funding to be used and provide funding from other agencies (non-Department of Education [DOE] for Phase II follow-along services).

- Continue and expand school district, community college, and agency partnerships to ensure that funding is provided to support needed accommodations for persons with disabilities

- Support additional funding in the Transportation Disadvantaged Trust Fund, authorized in Chapter 427, Florida Statutes, specifically for the purpose of providing and coordinating transportation for eligible adults with disabilities as defined in this report.

Area III: Transitional Work Experience (formerly known as Sheltered Workshop)

This section addresses Transitional Work Experience activities focusing on skill acquisition and maintenance for individuals with significant disabilities. For the purpose of this report, *Transitional Work Experience* is defined as "specialized work or employment training, paid in compliance with the Fair Labor Standards Act, that occurs in a supervised setting where a majority of the workforce is adults with disabilities." Transitional Work Experience may lead to employment and may be available for extended periods if individual needs and job availability dictate. Transitional Work Experience typically occurs in work settings where a variety of other services are also available to the individual. The Task Force recommended using the term "Transitional Work Experience" rather than "Sheltered Work" to recognize opportunities for movement into other programs.

Joe

*In 1996, **Joe**, a 60-year-old man with a chronic mental illness, including a history of alcohol abuse, was referred to his local adult service provider by staff from the Mental Health Program Office. He lived with his elderly mother and spent most of his time wandering around town or working his vegetable garden. He was often bored and lonely.*

When enrolled by the agency's program, Joe expressed an interest in doing outside work. He was placed in a grounds maintenance program. With the support of agency staff, he overcame his apprehensions and was able to effectively operate power equipment. He became a valuable team member.

Joe takes pride in his work and accomplishments. He is safety conscious and adept at noticing problems with the equipment such as loose bolts and worn bearings. He enjoys his work and likes to tell others how happy he is.

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Area III: Transitional Work Experience	
Outcome: Skill acquisition and skill maintenance in a congregate training facility either on or off site; paid wage commensurate with Fair Labor Standards Act.	
Programs	***Performance Criteria/Quality Indicators***
1. Workplace Readiness Skills/Transitional Work Experience (new course to be developed)	• Functional completion points (FCP) • Accomplishing goals on AIEP • Movement into supported employment or competitive employment • Time-limited (not to exceed four years) funding until placement
2. Long Term Transitional Work Experience (new course to be developed)	• For those who need maintenance, unable to enter employment; longer than four years
Outputs (reaching a program objective): Acquired skills identified on IEP needed for participation in contract work activity	***Outcomes*** (what happens after individual exits the system): Successful adjustment to the workplace Transition to participation in "contract work activity" Transition to Supported Employment
Accommodations That May Be Needed (Excess Program Costs) Transportation Adaptive equipment/assistive technology and services Personal attendant, interpreter, behavioral consultant, case manager, counselor Productivity assessments for program modification Mobility training Assertive community treatment Other mental health supports	

Funding recommendation

- Continue providing Special Appropriations funding for Workplace Readiness/ Transitional Work Experience.
- Provide Special Appropriations funding for individuals for a period not to exceed four years (after a maximum of four years, individuals would move to Supported Employment or Adult Day Programs).
- Long-term Transitional Work Experience (exceeding four years) should not be funded through Workforce Development or Special Appropriations funding; other funding sources (non-education) should be used.
- Continue and expand school district, community college, and agency partnerships to ensure that funding is provided to support needed accommodations for students with disabilities.

- Support additional funding in the Transportation Disadvantaged Trust Fund, authorized in Chapter 427, *Florida Statutes*, specifically for the purpose of providing and coordinating transportation for eligible adults with disabilities as defined in this report.

Area IV: Adult Day Programs

This section addresses adult day programs to enhance functional and survival skills for individuals with the most significant disabilities. For the purpose of this report, *Adult Day Program* is defined as "an individualized program for persons with the most significant disabilities that enhances functional and survival skills in the areas of daily living, communication, self-care, and employability." Adult Day Program activities are designed to maintain or increase an individual's skill level, prevent a need for increased services, and promote community inclusion and work opportunities. Program activities may include periodic checks to determine the need for support services.

Roberto

***Roberto**, a 24-year-old man, has been attending an adult and community education program for three years. Because of the severity of his physical and mental disabilities and need for intensive services, it is unlikely that Roberto will be able to work. However, his adult classes provide Roberto with the opportunity to learn new skills and maintain his current skills.*

Roberto accesses the computer with assistive technology, utilizing software that reinforces his functional skills. He enjoys participating in music activities. Roberto's favorite Adult Day Program activities are those which occur in the community.

Given the nature of Roberto's disabilities, he needs to live in a highly supportive environment where he receives the assistance he requires. The classes in which Roberto participates are essential for his ongoing training and skill maintenance, and lead to many other opportunities.

Area IV: Adult Day Program	
Outcome: Enhance and expand functional and survival skills in daily living, communication, and self-care to meet the individual's ongoing needs.	
Program	***Performance Criteria/Quality Indicators***
Adult Day Program (new course to be developed)	• Adult Day program is an ongoing, **non**-Workforce program • Based on assessment results including psycho-social skills • Based on each AIEP • Maintain individual's optimum level of functioning • Individualized for students with the most significant disabilities • Functional completion points
Output (reaching a program objective):	***Outcomes*** (what happens after individual exits the system):
Achievement of IEP objectives	Transition to a higher level
Successful adjustment & community living	Optional functioning (i.e., survival skills and activities of daily living)
Satisfaction with services	Client/parent satisfaction
Successful inclusion within the community	Perform volunteer work in community
Accommodations That May Be Needed (Excess Program Costs)	
Low student/staff ratio Adaptive equipment/assistive technology and services Specialized staff training (e.g., working with medically fragile) Behavior management Transportation Specialized assessment Assertive community treatment Other mental health supports	

Funding Recommendations

- Continue Special Appropriations funding and/or provide funding for other agencies (non-DOE) to support this program. Develop collaborative, coordinated funding partnerships (consider responsibilities of other agencies).

- Continue and expand school district, community college, and agency partnerships to ensure that funding is provided to support needed accommodations for students with disabilities.

- Support additional funding in the Transportation Disadvantaged Trust Fund, authorized in Chapter 427, *Florida Statutes*, specifically for the purpose of providing and coordinating transportation for eligible adults with disabilities as defined in this report.

Summary of Program and Related Planning, Development, and Implementation Recommendations

- Adopt the four areas of the proposed Program and Funding Conceptual Model as delineated above.
- Develop an action plan to implement adult education programming for adults with disabilities. Involve members of the Employment Task Force for Adults with Disabilities, subcommittee members, and members of the Adults with Disabilities Committee of the Adult Education Practitioners Task Force in program implementation activities.
- Review State Board of Education rules for adult education when developing rules for Adult Education for Adults with Disabilities Programs (e.g., age 16 guideline).
- Identify committee structure and fund activities to accomplish the following: development of curriculum frameworks and curriculum materials, assessment procedures, staff development activities, program standards, monitoring process, and program reporting process.
- Identify strategies for the provision of technical assistance for program development and improvement.
- Develop a sample AIEP form for statewide use.
- Develop functional completion points (FCP) for adults with disabilities programs as a way to document progress.
- Ensure that one program area is not used as a prerequisite for another and that individuals have choice (e.g., do not require students to enter Transitional Work Experience prior to entering Supported Employment).
- Create a "safety net" to ensure that individuals with disabilities can return to programs at any level for retraining or can access any support service to continue in activity (e.g., student may need periodic behavior management, counseling intervention, or job coach assistance).
- Identify appropriate assessment strategies that can be used to document each individual student's functioning and achievement.
- Include more detailed information in AIEPs than is currently required, particularly for students served in Adult Day Programs.
- Increase volunteer work opportunities as a valuable process for developing skills.
- Explore ways of increasing the number of persons with disabilities in apprenticeship programs and other special programs.
- Consider using or building upon the Exceptional Student Eduction (ESE) performance expectations (i.e., independent, supported, and participatory) for documenting student performance for students seeking a special diploma.
- Promote and use business partnerships when developing adult education programs for adults with disabilities.
- Identify ways to share information with families/consumers in user/family friendly formats.
- Emphasize work and community inclusion throughout the curriculum so that individuals with disabilities develop social skills and work attitudes and behaviors that make economic self-sufficiency a reality.
- Clarify the definition of adults with disabilities as it relates to substance abusers.

- Clarify requirements for staff-to-student ratios in programs (i.e., persons with chronic mental illness).
- Clarify the issue of age-related disabilities. (There is a need to recognize senior adult learning.)
- Develop a process and materials that encourage persons with disabilities to self-identify and request assistance if needed.
- Emphasize independent living training that is critical for individuals with disabilities to achieve equal opportunity and community inclusion.
- Provide technical assistance to instructional personnel, employers, and community service providers regarding how to provide accommodations for adults with disabilities.

Summary of Program Model Funding Recommendations

Fund the following components of the proposed conceptual model through an ongoing funding mechanism:

- Area 1: Competitive Employment
  - Continue the Workforce Development Fund with incentive funding for programs for adults with disabilities at a level commensurate with services rendered.
  - Continue Special Appropriations funding for needed accommodations.
- Area 2: Supported Employment
  - Continue Special Appropriations funding and Workforce Development funding.
  - Allow school districts and community colleges to use Special Appropriations funding, Workforce Development funding, or a combination of both funding sources for Phase I training.
  - Allow Special Appropriations funding to be used and provide funding from other agencies (non-DOE) for Phase II follow-along services.
- Area 3: Transitional Work Experience
  - Continue providing Special Appropriations funding for Workplace Readiness/Transitional Work Experience.
  - Provide Special Appropriations funding for individuals for a period not to exceed four years (after a maximum of four years, individuals would move to Supported Employment or Adult Day Program).
  - Long-term Transitional Work Experience (exceeding four years) should not be funded through Workforce Development or Special Appropriations funding; other funding sources should be used.
- Area 4: Adult Day Program
  - Continue Special Appropriations funding or provide funding for other agencies (non-DOE) to support this program. Develop collaborative, coordinated funding partnerships (consider responsibilities of other agencies).

Summary of Other Funding Recommendations

- Provide "funding that follows the person." State and federal funding should be identified for the individual rather than the program.
- Continue and expand school district, community college, and agency partnerships to ensure that funding is provided to support needed accommodations for students with disabilities.
- Support additional funding in the Transportation Disadvantaged Trust Fund, authorized in Chapter 427, Florida Statutes, specifically for the purpose of providing and coordinating transportation for eligible adults with disabilities as defined in this report.
- Continue flexible guidelines, including current program standards and AIEPs for programs/activities funded through the Special Appropriations for at least one year (through June 30, 2000) while program implementation activities are completed.
- Provide start-up funds for adult education programs for students with disabilities.
- Create a mechanism to expand the use of ("draw down") federal matching dollars.
- Increase Workforce Development funds to fund support services for adults with disabilities in programs (e.g., interpreters).
- Investigate status of fee waivers/exemptions and the impact on individual students with disabilities and the overall support of the program.
- Build incentives into Special Appropriations funding system for students who reach individual objectives or transition to a higher program level (e.g., from Adult Day Program to Supported Employment).
- Explore the possibility of using a matrix funding system (similar to the ESE Florida Education Finance Program [FEFP] Matrix of Services Funding Model that is based on level of support needed by individual student) and apply it to adults with disabilities in different programs. This funding would be in addition to incentive dollars already in place and would apply to
  - Workforce Development and Special Appropriations
  - each step of Workforce Development funding system (enrollments, completions, placements).
- Provide additional funding for agencies other than DOE to provide ongoing support services for Supported Employment Phase II follow-along.
- Prepare legislative budget requests to support program growth to address the needs of persons with disabilities exiting school, on waiting lists, and new to Florida.
- Identify non-DOE agencies that provide funding for adult education programs; identify impact on persons with disabilities, populations served, service delivery sites, and duplication and gaps in services.

Conceptual Model Terms and Concepts

The Task Force adopted the following terms as essential to the Programs and Funding Conceptual Model. Suggested changes to language currently in statute or rule are indicated by bold italics for additions and strikethrough for deletions.

Adult education for adults with disabilities includes

- Competitive Employment
- Supported Employment
- Transitional Work Experience
- Adult Day Program
- entry point anywhere on the continuum
- free movement
- informed choice

Recommendation: develop a proposed definition for inclusion in statute.

Adult with disabilities (Section 239.105(7), F.S.)
239.105(7) "Adult with disability," for ~~the purpose of funding~~ ***educational purposes***, ~~means~~ *includes* an individual ~~who has~~ ***with*** a physical or mental impairment ***or other disability(ies)*** that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment, and who requires modifications to the educational program, adaptive equipment, or specialized instructional methods and services. ~~in order to participate in workforce development programs that lead to competitive employment.~~

Recommendation: revise statute as indicated.

Community-based training

- learn specific skills in the community
- provided service/support by paid and unpaid qualified persons within the educational, human services, advocacy provider, and employer arenas
- facilitates the development of natural supports

Recommendation: develop a proposed definition for inclusion in statute.

Competitive employment (modified from Rehabilitation Services Administration Title I Regulations, 3/13/97)

- ~~Integrated~~ work in the competitive labor market that is performed on a full-time or part-time basis; and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

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Recommendation: Delete "integrated" so that self-employment or home-based employment are not excluded.

Major life activities
Activities required on a frequent basis that permit an individual to secure or maintain independence. Such activities include, but are not limited to, personal home care, transportation, personal assistance services, housekeeping, shopping, attending school, communication, and employment.

Recommendation: Use interchangeably with "activities of daily living" as defined in Section 413.20 (2), F.S.; develop a proposed definition for inclusion in statute.

Major life activities training
Training to develop an individual's functional and survival skills in the areas of daily living, communication, self-care, and employability.

Recommendation: develop a proposed definition for inclusion in statute.

Maintenance (the term *prevention* was considered as a replacement; no consensus reached)

- to preserve or keep an individual's skill level
- to prevent a need for increased services
- to enable continued employment and/or community inclusion
- may include periodic checks to determine need for follow-up services, support services, transportation

Recommendation: develop a proposed definition for inclusion in statute.

On-the-job-training

- methodology that crosses adult education for adults with disabilities
- paid work, monetary compensation
- community work site
- for acquisition of skills for particular job
- may include
  - periodic checks for follow-up services
  - training/supports to employer and company staff
  - cooperative education programs that are established—curriculum frame works developed by DOE

Recommendation: develop a proposed definition for inclusion in statute.

Placement

- being employed in an occupation related to job training
- need to include higher level of training, military, etc.
- match skills of individuals with the job training or education
- reflect consumer choice
- result of successful transition

Recommendation: develop a proposed definition for inclusion in statute.

Progress
This refers to individualized movement toward measurable outcome(s) as identified on an AIEP (individualized and measurable).

Recommendation: develop a proposed definition for inclusion in statute.

Retention

- stabilization on the job
- long-term stability

Recommendation: develop a proposed definition for inclusion in statute.

Supported Employment —based on the Developmental Disabilities Assistance and Bill of Rights Act, 42 U.S.C. 6001 102 (28) and section 413.20 (26), F.S.

- competitive employment
- no time limit
- for whom competitive employment has not traditionally occurred or is interrupted/intermittent as a result of a severe disability
- includes ongoing support
- ***includes recognized Supported Employment models that include, but are not limited to, individual, enclave, entrepreneurial, mobile work crews***

Recommendation: adopt without revision.

Transition services (Section 413.20 (30), F.S.)
A coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post school activities, including postsecondary education; vocational training; ***transitional employment; supported employment; competitive employment***; continuing and adult education; adult services; independent living; or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Recommendation: develop a proposed definition for inclusion in statute.

Transitional work experience

- specialized work or employment training
- paid in compliance with Fair Labor Standards Act
- occurs in a supervised setting where a majority of the workforce is adults with disabilities
- is designed to lead to other employment
- may be available for extended periods if individual needs and job availability dictate

- typically occurs in a work center setting where a variety of other services are also available to the individual.

Recommendation: develop a proposed definition for inclusion in statute and utilize this term in conceptual model.

Volunteer work —based on Section 125.9501 (1), F.S.

- providing goods or services
- ***to public and private sector***
- with no monetary or material compensation
- by an individual's own free will

Recommendation: develop a proposed definition for inclusion in statute.

Workforce Development education (Section 239.115(1), F.S.)

(a) Adult general education programs designed to improve the employability skills of the state's workforce through adult basic education, adult secondary education, GED preparation, and vocational-preparatory education.
(b) Vocational certificate programs, including courses that lead to an occupational completion point within a program that terminates in either a certificate, a diploma or a degree.
(c) Applied technology diploma programs.
(d) Continuing workforce education courses.
(e) Degree vocational education programs.
(f) Apprenticeship and pre-apprenticeship programs as defined in s. 466.021.

Recommendation: adopt without revision.

Conceptual Model Data Elements

The Task Force addressed current data elements, new data elements needed for reporting, as well as strategies for collecting and sharing additional information that would facilitate program planning and improvement. The Task Force also made recommendations regarding quality assurance.

The following charts reflect:

- application of current data elements to the outcome areas
- recommendations for new data elements needed
- recommendations for additional information that would be needed to identify effective and efficient programs and funding
- recommendation for additional data reporting processes.

Selected Current Data Elements

(application to program types)

Data Element	CE	SE	TWE	AD
Adult/disability (self-reported)	X	X	X	X
Instructional setting–mainstream or separate	X	X	X	X
OCP/LCP	X			
Termination Code–completer, remaining	X	X	X	
Cost reporting code	*			
Initial functioning level (AGE)	X			
Final functioning level (AGE)	X			
Special Appropriations	X	X	X	X
Withdrawal code	X	X	X	X
Wage information through FETPIP follow-up	X	X	X	X
Retention	X	X	X	

* Cost data is currently collected for Continuing Workforce Education, Vocational Certificate, Apprenticeship, Applied Technology Diploma, A.S. Degree, and Adults with Disabilities

New Data Elements (Needed)

(Application to program types)

Data Element	CE	SE	TWE	AD
Person in Supported Employment • individual is receiving ongoing support (match with termination placement code) (Phase II)		X		
Functional completion points • the attainment of competencies based on AIEP that qualifies an individual to move to a higher performance level		X	X	X

KEY: CE—Competitive Employment, **SE**—Supported Employment, **TWE**—Transitional Work Experience, **AD**—Adult Day Program

The Task Force recommended the following actions:

Data Collection/Sharing Recommendations

- Add to definition of *placement*—movement from one level to another level; within Supported Employment—Phase I (training) to Phase II (ongoing support)—need to report the completion of AIEP goals.
- Add definition of *completer* for Transitional Work Experience—individual who has attained competencies that qualify him/her to move to the next level based on AIEP.
- Collect the following additional information to identify effective and efficient programs and funding:
  - Percentage of people who are not being served in the service area
  - Number of persons served, identified by funding sources
  - Data on transportation needs/problems
  - Use two separate tracking forms for data
    - outcomes referenced to individuals
    - outcomes at the program level (statistical information on the program's effectiveness—cost, timeliness, etc.)
  - Collect information on customer service
  - Identify other barriers
    - Lack of resources
    - Lack of child care
    - Not meeting eligibility standards
    - Number of people on the waiting list
- Develop a process to determine customer satisfaction with services.
- Create and maintain a database that can be used for cost analysis, cost projection, and future budgeting.
- Determine and implement a process for identifying numbers of individuals with disabilities who are waiting for adult education programs and services.
- Develop a mechanism for expedient, ongoing interaction and transfer of information about individuals with disabilities between agencies and service providers.
- Develop a process for maintaining confidentiality throughout the data collection and reporting process.
- Expand current follow-up activities to ensure that all individuals with disabilities are included in the process regardless of where they are working.
- Determine the number of high school students with disabilities who will need adult education services in the near future and use this information for planning.
- Conduct further interagency studies to determine current levels of services and unmet needs related to education and employment.

Quality Assurance Recommendations

- Develop process for monitoring program quality based on successful practices.
- Develop program standards with input from staff of other agencies serving adults with disabilities.
- Incorporate consumer satisfaction process in all program offerings for adults with disabilities. This process should be managed by persons outside of the school or agency setting and should ensure the validity of the information collected.
- Request additional funding to collect consumer information.
- Conduct further interagency studies to determine current levels of services and unmet needs.

General Barrier/Solution Statement

In November, the Task Force reviewed barriers and solutions proposed by the four subcommittees at their October meetings. (See subcommittee reports in Appendices C-F.) During the deliberations of the Task Force, one overriding barrier was identified:

There is a lack of coordination across systems, communities, and agencies regarding transportation, supports and services, funding, public awareness and program information, and the sharing/coordination of data.

The Task Force members proposed the following solution:

Establish an ongoing structure/process, including stakeholders to ensure an effective, coordinated system for the education, training, employment, and retention of adults with disabilities.

In addition, the Task Force proposed some additional solutions to the barriers identified by the Barriers and Solutions Subcommittee. These additional solutions, listed in Appendix J, will be given further consideration pursuant to the structure/process above.

Appendices

Appendices

Appendix A:	Membership Lists
Appendix B:	Agenda and Minutes from September 15, 1998, Task Force Meeting
Appendix C:	Programs and Funding Subcommittee Report
Appendix D:	Definitions Subcommittee Report
Appendix E:	Outcomes, Outputs, Performance Measures Subcommittee Report
Appendix F:	Barriers and Solutions Subcommittee Report
Appendix G:	Subcommittee Working Assumptions
Appendix H:	Agenda and Minutes from November 12-13, 1998, Task Force Meeting
Appendix I:	Survey Instrument and Data
Appendix J:	Additional Solutions Proposed by Task Force

APPENDIX A
MEMBERSHIP LISTS

EMPLOYMENT TASK FORCE FOR ADULTS WITH DISABILITIES

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- EO—Ex Officio Member
- WC—Working Committee Member
- IP—Interested Person

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WC Steve Dunaway, Developmental Services Program Office and Co-Facilitator
WC Janet Adams, Division of Workforce Development and Co-Facilitator

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TF Win Bryan , Leon County Schools, Adult Education
WC Joe Crosby, Student/Consumer/Employee
TF Chris Drummond, Developmental Disabilities Council Employment Task Force and Consumer
WC Suzie Hutcheson, Tri-County TEC
EO Rochelle Kenyon, Broward County Schools, Adult Education
WC Carl McCoy, Florida Council of the Blind
WC Sheila Miller, Parent and AFIRE (Pinellas County Advocacy Committee)
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APPENDIX B
AGENDA AND MINUTES FROM SEPTEMBER 15, 1998 TASK FORCE MEETING

AGENDA
Employment Task Force for Adults with Disabilities

September 15, 1998
Tallahassee Regional Airport
10:00 a.m. - 4:00 p.m.

10:00 a.m.	Welcome and Task Force Charge—Joseph Stephens, Director Division of Workforce Development
10:10 a.m.	Meeting Guidelines—Joseph Stephens
10:30 a.m.	Introductions—Ron Scull, Chair Joe Krieger, Vice Chair
11:30 a.m.	The Special Appropriation—Dale Hickam, Deputy Staff Director Senate Ways & Means Committee
11:50 a.m.	Definitions—Steve Dunaway Developmental Services Office, Department of Children & Families
12:00 noon	Working Lunch
12:30 p.m.	Historical Perspective—Leatricia Williams Division of Workforce Development
12:40 p.m.	Workforce Development Programs—Gerald Frisby, DBCC Rochelle Kenyon, Broward County Schools Veronica Sehrt, Leon County Schools Workforce Development Funds/Special Appropriation—Loretta Costin, Division of Workforce Development
1:30 p.m.	Related Agency & Employment Programs—Joe Krieger Charles Kimber, Department of Children & Families Shan Goff, Division of Public Schools & Community Education
2:20 p.m.	Data for Adult/Vocational Education Programs for Adults with Disabilities—Jay Pfeiffer, Director Workforce Education Outcome Information Systems
2:30 p.m.	Task Force Discussion—Task Force and Ex Officio Members
3:00 p.m.	Audience Input—Audience
3:15 p.m.	Task Force Direction—Task Force and Ex Officio Members
4:00 p.m.	Adjourn—Ron Scull, Chair

MEETING MINUTES FROM SEPTEMBER 15, 1998
TASK FORCE MEETING
(Revised 11/16/98)

Task Force Members Present: Lourdes Bravo, Frances Flood for Gary Blumenthal, Win Bryan, Terry Farmer, Gerald Frisby, Joanne Hutchinson, Joe Krieger, Jan LaBelle, Jan Morris, Karl Nousiainen, Chris Schuh, Ron Scull, Veronica Sehrt, Robert Tilley, Armando Steinbruchel, Karen Wesley

Ex Officio Members Present: John Bryant, Loretta Costin, Joan Glickman, Shan Goff, Charles Kimber, Rochelle Kenyon, Charles Liem, Debra Prewitt, Susan Kaempfer and David Rogers for Bob Sharpe, Randy Touchton, David Tranchand, Leatricia Williams, Stephen Wise

Working Committee Members Present: Janet Adams, Yvonne Ginsberg for Sylvia Collins, Sheila Gritz, Carl McCoy, Larry Moore, David Morris, Jay Pfeiffer, Tina Phillips, Dianne Steele, Keith Weiss

Staff Present: Kathy Burton, Steve Dunaway, Bruce Harrison, Karen James, Doris Nabi, Michele Polland

Guests: Maxine Bosman, Carol Ann Breyer, Dale Hickam, Addie Holt, Theresa Klebacha, John Newman, Stacey Smelser Webb

Acronyms:

ABE—	Adult Basic Education
AGE—	Adult General Education
AIEP—	Adult Individual Educational Plan
APSE—	Association for Persons in Supported Employment
BISCS—	Bureau of Instructional Support and Community Services
DBS—	Division of Blind Services
DCF—	Department of Children and Families
DDC—	Developmental Disabilities Council
DLES—	Department of Labor and Employment Security
DOE—	Department of Education
DS—	Developmental Services Program Office (DCF)
DVR—	Division of Vocational Rehabilitation (DLES)
ESE—	Exceptional Student Education
ESOL—	English for Speakers of Other Languages
FTE—	Full Time Equivalent
GED—	General Educational Development
IEP—	Individual Educational Plan
LCP—	Literacy Completion Point
MH—	Mental Health Program Office (DCF)
OCP—	Occupational Completion Point
PBIF—	Performance-Based Incentive Funding

VESOL— Vocational English for Speakers of Other Languages
VPI— Vocational Preparatory Instruction
WAGES— Work and Gain Economic Self-sufficiency
WEOIS— Workforce Education and Outcome Information Services (DOE)

"Welcome and Background"

Mr. Joe Stephens, Director, Division of Workforce Development, Department of Education, welcomed the participants on behalf of the Commissioner of Education and the Legislature. Mr. Stephens provided the following legislative background information.

"Enterprise Florida and the Jobs and Education Partnership"

The 1992 Legislature created Enterprise Florida, an economic development initiative. Three affiliate partnerships were created: (1) the Capital Partnership to raise capital; (2) the Innovative Technology Group to develop products and marketing strategies; and (3) the Jobs and Education Partnership to ensure that the workforce development system is in place to provide a well-prepared workforce. With this initiative, economic development and education came together with a goal of being market-driven and customer-focused. A voluntary Performance-Based Incentive Funding Program (PBIF), including bonus dollars, was initiated to redirect dollars toward placing students in high wage, high-skill jobs and serving targeted populations.

"Senate Bill 1688"

The 1997 Legislature passed Senate Bill 1688, an attempt to react to accountability and return on investment and to move toward paying for performance in postsecondary vocational and adult education programs. The concept also included developing standard program lengths and program costs as well as a common data base. This legislation represented a major shift in thinking — paying for performance rather than "seat time" with payments for enrollment, completion, and placement and retention in jobs. Funds were moved to Workforce Development and the Division of Workforce Development was created (formerly the Division of Applied Technology and Adult Education). The Commissioner's Task Force on Workforce Development made recommendations for implementing the new system, including structure, funding formulas, etc. A base funding was proposed with the remainder of funding to be based on performance. Two issues arose that did not fit the Workforce Development Model: (1) the role of adult and community education; and (2) adults with disabilities who did not seem to fit well in Workforce Development programs. The narrow definition of "Workforce Development" caused concerns. It was clear that many adults with disabilities would participate in the Workforce Development programs as defined; however, there was still a need to address the group who did not "fit nicely in the box."

"Senate Bill 1124"

The 1998 Legislature passed Senate Bill 1124 which included provisions for addressing the needs of adults with disabilities. This legislation created the Employment Task Force for Adults with Disabilities to bring stakeholders together to address issues impacting adults with disabilities and to keep everyone involved. The Employment Task Force was charged with: (1) reviewing current programs and funding; (2) defining programs; (3) clarifying use of and performance associated with the Workforce Development dollars and the Special Appropriation dollars; (4) studying funding formulas; (5) identifying characteristics of quality programs; (6) identifying characteristics of funding models; (7) making recommendations; and (8) identifying barriers. The Task Force was also charged with presenting a report to the Commissioner of Education by December 1, 1998.

"Introductions"

Mr. Ron Scull, Chair of the Employment Task Force and Policy Coordinator, Division of Workforce Development, welcomed the participants and recognized Representative Steve Wise and Representative Debra Prewitt for their advocacy and efforts on behalf of individuals with disabilities. Mr. Scull recognized Joe Krieger, Vice-Chair of the Employment Task Force and Executive Director of the Developmental Disabilities Council. Mr. Krieger also welcomed the participants. All participants introduced themselves and identified their affiliation.

"Definitions"

Mr. Steve Dunaway, Department of Children and Families, Developmental Services Program Office, presented draft definitions for discussion. Terms included "competitive employment," "supported employment," and others (see attached "Employment Definitions").

The following recommendations were made related to the definition of supported employment: (1) address natural supports and use of sign language interpreters and other accommodations; (2) include "wage" language ("at or above minimum wage"); (3) address time for supports (follow-up on job site at least two times a month). Participants raised questions about work below minimum wage and volunteer work as well as legal requirements.

Participants expressed the need to define who the Employment Task Force is talking about, i.e., define "person with disability." The group also identified the importance of keeping the full range of the population in mind, including persons with the most significant disabilities who may choose to participate in a sheltered workshop, or work at other sites or perform volunteer work for only a short period of time each week. Definitions from the Commissioner's Report on Senate Bill 1688, Senate Bill 1124, the Zollie Maynard Act, and the Federal Adult Education Act were discussed. The Workforce Development definition that references students with disabilities in the mainstream with supports and modifications and the expectation of completion

and placement was discussed. Mr. Stephens emphasized the need for the Employment Task Force to look at serving clients who did not fit this narrow Workforce Development definition.

It was noted that a definition for adults with disabilities served by the Special Appropriation was needed, and it was important to avoid labeling anyone as "the other group."

Recommendation

The Task Force recommended that a work group be convened to develop a lexicon of terms and present it for the Task Force's consideration at the next meeting.

"Funding and the Special Appropriation"

Mr. Dale Hickam, Deputy Staff Director of the Senate Ways and Means Committee, provided background information about the Special Appropriation (see "Appropriations Charts" enclosed). Mr. Hickam explained that originally there was a single pot of dollars for Workforce Development, for job preparatory programs, supplemental programs, and adult education (including programs for adults with disabilities). Legislators discussed whether it was appropriate to serve some adults with disabilities if they did not have the expectation of competitive work. The Legislature created the Special Appropriation fund for adults with disabilities by moving some of the dollars from the Workforce Development fund, with amounts based on district requests. These Special Appropriations dollars are not performance-based and individuals served with these funds are not asked to achieve competitive employment. For adults with disabilities, there are two potential sources of money—one performance-based (Workforce Development) and one not performance-based (Special Appropriation). Mr. Hickam noted that individual districts have the responsibility of making individual decisions regarding services.

Participants discussed the uses of funds and different kinds of programs run by different agencies that may or may not be "hooked up" with school districts. It was stressed that a primary issue was to ensure that adults with disabilities currently being served through school districts or community colleges would continue to receive services.

Ms. Lourdes Bravo emphasized the need to "think outside the box," such as considering the idea of funding following the individual rather than going to the program.

Recommendation

Need to get charts showing funding for adults with disabilities programs provided through community colleges. This information should be included in the minutes.

Mr. Armando Steinbruchel stressed the importance of looking at different ways of getting more from the dollars by forming partnerships and leveraging dollars, for

example, partnering with businesses or universities.

Mr. Hickam explained that the Special Appropriations funds are base funding.

Representative Wise explained that a system was being designed to compensate educational institutions with extra funds to cover the extra costs of serving individuals with disabilities.

Ms. Karen Wesley expressed the concern that some people keep saying that individuals with disabilities are not ready for work or are not able to work or there are people with significant disabilities who need extensive personal assistance or accommodations to work. We spend more time ruling people out than asking, "What is it going to take?"

Mr. Karl Nousiainen noted that we need to give incentives to schools to serve students with disabilities. There is a concern that certificates and diplomas do not have value.

Representative Prewitt shared information about opportunities for "peer to peer" tutoring, i.e., training individuals with disabilities who functioned at a higher level to work with other individuals with disabilities who functioned at a lower level.

"The Zollie Maynard Act"

Ms. Leatricia Williams, Director, Adult Education Unit, Division of Workforce Development, provided background information abut the Zollie Maynard Act and accompanying rules. Ms. Williams explained that for years, adult education programs and services were provided to adults with disabilities even though there was no special funding. Since the late 1970s, adult educators requested special funding for programs for adults with disabilities. In 1987, the Commissioner of Education was given the charge to facilitate a study of the request for funding to determine what it would cost to fund programs for adults with disabilities. Zollie Maynard, a legislator, persevered and secured extra funding to support programs for adults with disabilities. The Zollie Maynard Act, Section 228.0727, Florida Statutes, was enacted in 1989. The purpose of the legislation was to (1) encourage adults with disabilities to participate in educational programs to increase their daily living skills, academic skills, and economic independence; and (2) supply financial assistance to local educational agencies that provide an educational program for adults with disabilities. The financial component was allocated through FTE generation (funding category number 416), originally double that of adult education funding. The purpose of this special funding was to reduce class size in ABE classes and to provide specialized materials, equipment, and support needed by adult students with disabilities. To be eligible for the special cost factor, local educational agencies were required to have approved plans for Adults with Disabilities programs, individual adult education plans, cooperative agreements, and annual reports. The Local Educational Agencies had the option of including the following classes in their Adults with Disabilities programs:

Adult General Education, Vocational Job Preparatory, Vocational Preparatory, and Vocational Supplemental. The problem was that over time, the weighted cost factor was reduced. (Note: Copies of Rules 6A-6.0131 and 6A-6.0132, F.A.C., are enclosed.)

Ms. Williams closed by saying, "Adult Education is a gateway to the good life and includes literacy skills and workforce readiness skills essential for self-sufficiency."

"Community College Adults with Disabilities Programs"

Mr. Gerald Frisby, Dean, Adult Education and Training, Daytona Beach Community College, provided the following information about programs for adults with disabilities at community colleges. Four community colleges submitted Adults with Disabilities Plans — St. Johns Community College, Florida Community College at Jacksonville, Seminole Community College, and Daytona Beach Community College (DBCC). They are concerned that they will lose resources unless they get additional dollars for adults with disabilities. DBCC works with seven agencies and provides instructors to them. Lottery dollars and other resources are an important part of the mix. About 25% to 35% of the regular Adult Basic Education population is learning disabled, but community colleges do not have the resources to identify them (many students have drug or alcohol problems or are in the "WAGES" group). Some of these students may not progress to the full "GED" outcome but would benefit from vocational training. We need to be able to put the legally mandated supports in place. Another issue centers on students who have earned high school certificates but not high school diplomas. These students need vocational outcomes and we need to put them into Vocational Preparatory Instruction and vocational programs. We need staff qualified to diagnose and identify students with special needs. Mr. Frisby identified the following key issues: (1) need dollars to support staff to diagnose learning disabled students; (2) need dollars to keep some students with disabilities in appropriate programs without work outcome; and (3) need to identify realistic objectives for students with disabilities who can go for work training. Mr. Frisby emphasized that they have quality programs, but lack sufficient resources to meet the demand.

"Broward County Adults with Disabilities Programs"

Dr. Rochelle Kenyon, Assistant Principal, North Area Education Center, described Broward County's Adults with Disabilities Programs. Broward County has built their programs for adults with disabilities over the past 20 plus years. Programs are at 30 locations, including schools, agencies, shopping malls, etc. About 3,000 students are in Adult Basic Education (ABE), Adult General Education (AGE) or Adults with Disabilities programs. They have cooperative agreements with numerous agencies, such as Goodwill and others. The program offers three levels: (1) *regular classes* where students with disabilities are not identified and therefore not supported with services; (2) *mainstream classes* where students with disabilities participate in regular classes with support; and (3) *special classes* where all students in the class are identified and documented as students with disabilities. All students are age 16

or above and represent all different disabilities. Broward County's Adult with Disabilities Program has specific entry and exit criteria. All of the teachers are certified in Exceptional Student Education. The curriculum is individualized and each student has an adult individualized educational plan. The curriculum ranges from self-help through independent living, Adult Basic Education, GED, supported employment and job coaching. In a recent survey, the district determined that about 55% of their students would qualify for Workforce Development funding and about 45% did not have a workforce goal. For the future, they are looking at developing more fee support programs including after school programs. Last year, Dr. Kenyon's school had 40 students with job coaches and all 40 continued in supported employment.

"Leon County's Adults with Disabilities Programs"

Ms. Veronica Sehrt, Program Supervisor, Adult Education, presented the following information about Leon County's Adults with Disabilities Programs (also see enclosed handout). Leon County had programs for adults with disabilities before the Zollie Maynard Act. They developed a special curriculum which has been adopted by other districts. They maintain accountability by monitoring programs closely. Each student has an adult individual educational plan (AIEP) and students are re-evaluated every three months to determine progress toward goals. They work closely with many agencies and have programs at Goodwill, Easter Seal, Leon Advocacy and Resource Center, Apalachee Center for Mental Health, etc. All of the programs are educational rather than leisure or craft programs. They use hourly instructors rather than contract teachers.

Dr. Kenyon suggested that it would be helpful to visit a local program for adults with disabilities at the next meeting.

The Task Force discussed the need to distinguish between education programs and care programs.

Mr. Gerald Frisby noted that IEPs are very important for accountability purposes.

"The Workforce Development System"

Ms. Loretta Costin, Chief, Bureau of Program Improvement and Accountability, Division of Workforce Development, provided the following summary of Florida's Workforce Development programs:

Adult Education Programs include: (1) Adult Basic Education (ABE)—literacy grade levels 0.0 to 8.9 in reading, math, and language; (2) GED—General Educational Development Program; (3) Adult High School—for those who need to earn their high school diploma; (4) ESOL and VESOL—English for Speakers of Other Languages and Vocational English for Speakers of Other Languages; (5) Citizenship; (6) Workplace Readiness Skills for ABE, ESOL, and Vocational Preparatory Instruction (VPI); (7) Adult General Education for Adults with Disabilities—a specialized program with literacy and living skills; and, (8) Adult Life Stages—a program for adults age 55 and above. Adult Education programs are broken into literacy completion points.

Vocational education programs include: (1) more than 200 vocational certificate programs, delivered by school districts or community colleges in a variety of occupational program areas; (2) Applied Technology Diploma programs, a one-year technical program; and (3) two-year Associate of Science Degree programs. The programs have been restructured and broken down into occupational completion points (OCPs). We also have the Vocational Education for Students with Disabilities program, a specialized program for adults with disabilities who need additional time and support to be successful. All vocational programs are job preparatory and are about performance. They are funded through Workforce Development funds based on enrollment, completion, and placement.

The charge is to review educational programs as well as agency programs to determine what kinds of programs are needed to support individuals with disabilities who do not have or are not transitioning into Workforce Development programs.

"Discussion"

The question was asked how people will be identified or classified for the funding streams.

"Bureau of Instructional Support and Community Services"

Ms. Shan Goff, Chief, Bureau of Instructional Support and Community Services, Department of Education, pointed out that the issue of "education versus care" is an important consideration. We have a responsibility to ensure that all students with disabilities will have a smooth transition. We need to consider what outcomes are needed and what services are needed to reach those outcomes.

"Developmental Services"

Mr. Charles Kimber, Assistant Secretary for Developmental Services, Department of Children and Families, stressed the need to make sure that adults with disabilities have a better quality of life even if they are not considered productive. Approximately 5,000 adults with disabilities are not likely to have a working objective as an end goal. Developmental Services serves about 28,000 individuals, ranging from people working and owning their own homes to individuals who need 24 hour care. Florida ranks 48th or 49th in terms of per capita expenditures for adults with disabilities. Adults with disabilities funded programs are an important part of the overall service. Service providers were very concerned that Senate Bill 1688 would eliminate educational services.

Current services in Developmental Services focus on personal outcomes, and working with the individual and the family. Developmental Services pays for supported employment services and sets objectives to increase integrated employment.

Basic questions include the following: Is Florida ready to make sure that its citizens have a better quality of life? Can we look beyond segments and look at the whole picture of Florida's energies toward serving people with disabilities (i.e., looking at

data and common definitions)?

Developmental Services is (1) working with the Division of Vocational Rehabilitation to bring down more federal dollars; (2) signing cooperative agreements; (3) concentrating on supports to individuals; (4) providing some sheltered situations with persons working in groups; (5) committed to working with the Task Force to make sure that Developmental Services programs complement other programs so that all individuals can achieve quality of life. DS services are provided by contract with individuals, private agencies, or private providers.

"Discussion"

Some districts exit students with disabilities before age 21, even though they are still eligible for education services. We need to assist districts with this issue.

Representative Wise stated that the goal of Senate Bill 1688 is to put people to work. From a public policy standpoint, it is all about work.

Ms. Lourdes Bravo pointed out that the system excludes certain individuals, especially individuals with significant disabilities (profound) who may be able to do a portion, if not all, of a job. We need to define "work" differently to open up more opportunities. We need to think outside the box. For example, we could pay individuals with disabilities to provide respite care for persons with more significant disabilities. We need to assure quality of life. We need to look at everything more creatively instead of continuing to keep people out.

Mr. John Newman, Director of the House Education Appropriations Committee, explained that the Workforce Development pot of money will accommodate adults with disabilities going to work. The Special Appropriation was designed for people with disabilities not headed toward work.

"Department of Elder Affairs"

Mr. Charles Liem, Director of External Affairs, Department of Elder Affairs, explained that the department provides services to individuals with disabilities, usually over 60 years old (although occasionally younger). The goal is to help individuals remain in their own homes. Some work programs are provided. A new focus is on finding individuals with serious disabilities who are new to the system and who have not previously been served. There are approximately 1200 - 2000 people in this situation.

"Developmental Disabilities Council"

Ms. Kathy Burton, Employment Program Manager, Developmental Disabilities Council (DDC), provided the following background information about Council activities. The Developmental Disabilities Council, established in 1971, funds innovative programs to increase quality of life for people with developmental disabilities in the

areas of health care, community living, community participation, and employment. It is recognized that employment increases the independence of people with disabilities. The DDC is concerned about the high unemployment rate and inclusive issues. Over the years, we have found that more and more people can work, and as we learn how to work with disabilities, more people will be able to work. In many cases, it is the barriers we put in front of people that prevent individuals with disabilities from working. We need to consider the realities of the job market, but we need to make sure that we do not screen anyone out, while we continue to learn and continue to break down barriers.

"Mental Health Program Office"

Mr. John Bryant, Assistant Secretary for Mental Health, Department of Children and Families, stated that supported employment was relatively recent for people with disabilities. Two areas of concern from the Mental Health Program Office are (1) children who are products of ESE who need to transition and may not be candidates for higher education but who need training to be more independent; and (2) improvement in income and employment for people with mental illness. We need to build systems issues around performance measures; outcomes for the mental health system could include improving incomes for people with mental illness and measuring (increasing) the number of days worked. Outcomes drive how you spend dollars.

"Data and Funding"

Mr. Jay Pfeiffer, Education Policy Director, Office of Workforce Education and Outcome Information Services (WEOIS), provided an overview of the Workforce Development data system as well as funding formulas. He described the steps in the conceptual model for funding formulas (see enclosed brochure, "Workforce Development Funding Formula: A Conceptual Outline").

Mr. Pfeiffer reported that much of the data that affects the formula is already in the system. Current decisions will not make an impact until the year 2000 or 2001. We will need to have additional data to use for future funding, but it needs to be done quickly. Since we need a common data system, it was decided to have school districts and community colleges each continue their own reporting, but the Workforce Education and Outcome Information System Unit will bring the data systems together and will need to accommodate differences in the current data. Placement definitions for Workforce Education were described (see enclosed "Placement Definitions for Workforce Education").

By December 1998, we need to introduce changes to the system for 2000-2001. We will continue to build relationships to share data and information by matching data bases. We will need to identify and track outcomes that represent what different programs do. (Note: see enclosed handouts on data elements and job prep performance.)

"Working Committees"

Participants were invited to serve on the following working committees. The work of these groups will be aligned with but not limited to the charge of the overall Employment Task Force for Adults with Disabilities. The four committees are (1) Definitions, including eligibility, agency scopes and roles, and the issue of education versus care; (2) Identification of Programs for Adults with Disabilities, including programs funded by Workforce Development and the Special Appropriation as well as programs funded by other sources but that have the same goals—funding issues will also be addressed by this group; (3) Identification of Barriers and Solutions for Training and Employment (need to involve caregivers; need to address students' and parents' feelings); and (4) Identification of Outputs, Outcomes, and Performance Measures, including those for job oriented activities and those programs funded under the Special Appropriation.

"Discussion—Other Barriers"

Need to coordinate agency efforts; i.e., there are currently different eligibility requirements across agencies.

Need to look at scope of funding and the limits of the funding sources.

"To Do—Staff"

Confirm working committee membership.
Draft key questions and provide any background information as a start for committee members.
Need to consider life of a committee beyond the December 1st report.

"Next meeting"

The next Task Force meeting will be held November 12-13, 1998, in Tallahassee.

The meeting was adjourned at 4:00 p.m.

"Summary of Notes & Recommendations"

The following is a summary of notes, issues, and recommendations from the meeting.

Definitions:

Individual jobs—natural supports, sign language, modifications and accommodations on job site.

Supported Employment—at or above minimum wage; follow-up on job site at least two times monthly.

Need definition for jobs where person earns less than minimum wage.

Need to define "person with disabilities."

Definitions to review:

Representative Prewitt—definition of persons with disabilities—target population for Task Force activities—age 18 or older, one or more disabilities (defined in ADA), needs support (training) to maintain some level of employment (also to access and attain employment).

Definition in Senate Bill 1124—for Workforce Development funding purposes, refers to competitive employment.

Zollie Maynard Act definition and Adult Education Act definition.

Workforce Development Education and Outcome Information System definitions.

Task Force Recommendation

Committee to draft definitions and bring to next Task Force meeting for consideration—need to consider matrix of definitions as used by different agencies—important to define target population.

Consider having Task Force visit programs in Leon County during next meeting.

Identify programs around the state for visitation by Task Force group.

Issues/Recommendations

1. Who are we talking about?
2. How many people are there?
3. Recommendation—Consider the definitions from the Senate Bill 1688 report (in 1997) as well as others.
4. Recommendation—Need a universal definition of the target population of the Task Force activities—need to consider the continuum of services.
5. Recommendation — Develop a lexicon of terms—pull all together—staff/working committee to address—Task Force to consider at next meeting—consider developing a matrix.

Issues—Funding

1. Data reflects "0" for some districts—are adults with disabilities in these districts being served? Need community college list—provide at next meeting.
2. How to consider dollars—as a base or entitlement? Time-limited or ongoing?
3. Is allocation sufficient?

4. How many more dollars does it take for persons in target population to go to work and services for persons who are not going to work? How much for bonus dollars for putting people to work?
5. Use caution—some may say persons are not ready to work or their disabilities are too severe for them to work.
6. How to address needs of persons with significant disabilities who cannot be put to work?
7. Can provide peer training—this is an opportunity to use this model.
8. Documentation of progress for individuals via IEP—accountability.

Other Issues

1. How to work with families and young adults as they prepare for transition—students remain in school until age 21 or graduate—can they remain while they are still progressing?
2. Importance of getting people to work versus quality of life/independence.
3. Need nontraditional definition of work.
4. Persons with significant disabilities, ages 60 and older, with aged parents—unknown to service system—also, persons with age-related illnesses—requested to serve unanticipated populations.

APPENDIX C
EMPLOYMENT TASK FORCE FOR ADULTS WITH DISABILITIES
PROGRAMS AND FUNDING SUBCOMMITTEE REPORT

Date: October 20-21, 1998

Chair: Rochelle Kenyon, Broward County School Board/Adult Education

Co-Facilitator: Michele Polland, Department of Education, Bureau of Instructional Support and Community Services

Members/Affiliations:
Dru Brown, Jackson County School Board (retired)
Mark Eggers (for David Morris), Department of Education
Sheila Gritz, Florida Diagnostic and Learning Resources (FDLRS)/Gateway Associate Center
Julie Hurtsburger (for Dave Tranchand), Department of Education, Division of Community Colleges
Jan Morris, South Florida Community College
Tina Phillips, Palm Beach Habilitation Center, Inc.
David Rogers (for Bob Sharpe), Agency for Health Care Administration, Medicaid
Veronica Sehrt, Leon County Schools Adult Education
Bob Tilley, Centers for Independent Living

Others:
Janet Adams, Department of Education, Division of Workforce Development
Bob Crawford (for Tamara Allen), Division of Vocational Rehabilitation
Jo Ann Hutchinson, Florida Commission for the Transportation Disadvantaged
Bob Potsko, Department of Education, Division of Workforce Development
Ron Scull, Department of Education, Division of Workforce Development
Mike Wallace, Department of Education, Bureau of Instructional Support and Community Services
Stacey Webb, House of Representatives Committee on Community Colleges and Career Preparation
Leatricia Williams, Department of Education, Division of Workforce Development

BACKGROUND INFORMATION

Throughout the years, adults with disabilities have participated in a variety of educational programs, in both mainstreamed and special settings. The Workforce Development Funding System has changed to a performance-based model. There is a commitment to providing educational programs for adults with the full range of disabilities, including those who do not have competitive employment as their outcome at this time. However, a charge of the Task Force is to recommend how to provide educational services under the new funding model.

Programs have been offered at sites including vocational-technical centers, community colleges, adult education centers, community-based congregate facilities, work sites in the community, libraries, and other locations.

Expected outcomes for these programs include but are not limited to competitive employment, further education and training, supported employment, participation in sheltered workshop activities, and participation in adult day training activities. Objectives include the development of literacy skills, employability skills, daily living skills, independent functioning skills, and other skill areas based on students' needs and levels of functioning.

Florida's Workforce Development Programs

Adult Education Programs include: (1) Adult Basic Education (ABE)—literacy grade levels 0.0 to 8.9 in reading, math, and language; (2) GED—General Educational Development Program; (3) Adult High School—for those who need to earn their high school diploma; (4) ESOL and VESOL—English for Speakers of Other Languages and Vocational English for Speakers of Other Languages; (5) Citizenship; (6) Workplace Readiness Skills for ABE, ESOL, and VPI (Vocational Preparatory Instruction); (7) Adult General Education for Adults with Disabilities—a specialized program for students who have a workforce goal and others for whom there is no competitive employment outcome; and, (8) Adult Life Stages—a program for adults age 55 and above. Adult Education programs are divided into literacy completion points that measure student's progress.

Vocational education programs include: (1) more than 200 vocational certificate programs, delivered by school districts or community colleges in a variety of occupational program areas; (2) Applied Technology Diploma programs, a one-year technical program; and (3) two-year Associate of Science Degree programs. The programs have been restructured and broken down into occupational completion points (OCPs). Also available is Vocational Education for Students with Disabilities, a specialized program for adults with disabilities who need additional time and support to be successful. All vocational programs are job preparatory and are performance-based. These programs are funded through Workforce Development funds based on enrollment, completion, and placement.

The Zollie Maynard Act (1989)

Initially, adult education programs and services were provided to adults with disabilities at the discretion of school districts and community colleges despite the lack of special funding. Since the late 1970s, adult educators requested special funding for programs for adults with disabilities. In 1987, the Commissioner of Education was charged with facilitating a study of the need for funding to determine what it would cost to fund programs for adults with disabilities. The Zollie Maynard Act, Section 228.0727, Florida Statutes, was enacted in 1989. The purpose of the legislation was to (1) encourage adults with disabilities to participate in educational programs to increase their daily living skills, academic skills, and economic independence; and (2) supply finan-

cial assistance to local educational agencies that provide an educational program for adults with disabilities. The financial component was allocated through FTE generation (funding category number 416), originally double (for the first year only) that of adult education funding. The purpose of this special funding was to reduce class size in ABE classes and to provide specialized materials, equipment, and support needed by adult students with disabilities. To be eligible for the special cost factor, local educational agencies were required to have approved plans for Adults with Disabilities programs, Individual Adult Education Plans developed at annual staffings, documentation specifying student's disabilities, cooperative agreements, and annual reports. The Local Educational Agencies had the option of including the following classes in their Adults with Disabilities programs: Adult General Education, Vocational Job Preparatory, Vocational Preparatory, and Vocational Supplemental. The problem was that beginning the second year of funding and continuing over time, the weighted cost factor was reduced.

Senate Bill 1688 (1997)

The 1997 Legislature passed Senate Bill 1688, an attempt to react to accountability and return on investment and to move toward paying for performance in postsecondary vocational and adult education programs. The concept also included developing standard program lengths and program costs as well as a common database. This legislation represented a major shift in thinking—paying for performance rather than "seat time" with payments for enrollment, completion, and placement and retention in jobs. Funds were moved to Workforce Development and the Division of Workforce Development was created (formerly the Division of Applied Technology and Adult Education). The Commissioner's Task Force on Workforce Development made recommendations for implementing the new system, including structure, funding formulas, etc. A base funding was proposed with the remainder of funding to be based on performance. Two issues arose that did not fit the Workforce Development Model: (1) the role of adult and community education; and (2) adults with disabilities who did not have competitive employment as their intended outcome. The narrow definition of "Workforce Development" caused concerns. It was clear that many adults with disabilities would participate in the Workforce Development programs as defined; however, there was still a need to address the group whose outcomes may not meet existing standards for performance.

Senate Bill 1124 (1998)

The 1998 Legislature passed Senate Bill 1124, which included provisions for addressing the needs of adults with disabilities. This legislation created the Employment Task Force for Adults with Disabilities to bring stakeholders together to address issues impacting adults with disabilities and to allow involvement and participation from a widely diverse group. The Employment Task Force was charged with (1) reviewing current programs and funding; (2) defining programs; (3) clarifying use of and performance associated with the Workforce Development dollars and the Special Appropriation dollars; (4) studying funding formulas; (5) identifying characteristics of quality programs; (6) identifying characteristics of funding models; (7) making recommendations; and (8)

identifying barriers. The Task Force was also charged with presenting a report to the Commissioner of Education by December 1, 1998.

SUBCOMMITTEE PURPOSE

The purpose of the subcommittee is to address the following:

- Review current (1998-99) programs that provide education for adults with disabilities and identify those funded by the Workforce Development Fund (152B) or the Special Appropriations Fund (119A and 157A).
- Identify and classify programs conducted for adults with disabilities and report the number of adults enrolled in these programs and in other workforce development programs during 1997-98 and 1998-99.
- Review the expenditure of funds by school districts and community colleges for educational programs for adults with disabilities. This review includes identifying programs in which funds are used with maximum efficiency and analysis of the characteristics of effective and efficient funding methods.

RESULTS OF SUBCOMMITTEE DELIBERATIONS

The Programs and Funding Subcommittee adopted the following guiding principles:

- Individual needs and choices will drive system.
- Services will be partnership among consumer, family, community resources.
- Adequate resources must be available to support system and individuals served within system.
- Services will build on community supports, be inclusive, and be provided in natural settings.
- System will maximize community, state, and federal resources to meet desired program goals.
- System will be monitored to assure proper use of funds and a high level of quality.
- Programs for adults with disabilities should be accessible throughout the state.

A survey was developed and disseminated to school districts and community colleges to review the status of educational programs and services provided for adults with disabilities during the 1998-99 school year. Survey questions focused on numbers of students served, funding and funding sources, sites where services were offered, and unmet needs. Respondents were asked to provide data using the following four major areas: Competitive Employment, Supported Employment, Sheltered Work, and Adult Day Programs. The subcommittee used these four areas to structure their deliberations as indicated in the following charts.

Area I: Competitive Employment

Outcome: Part or full time employment at or above minimum wage; may include benefits.

Programs:	***Performance Criteria/Quality Indicators***
1. Vocational certificate, diploma, or degrees	• Completion of occupational completion points (OCPs) • Placement as defined in the Workforce Development system • Retention as defined in the Workforce Development system
2. GED	• Pass each official sub-test of the GED (Literacy completion points) • Placement as defined in the Workforce Development system • Completion of literacy completion points • Placement as defined in the Workforce Development system • Completion as defined in the Workforce Development system
3. Adult Basic Education (ABE)	• Completion of literacy completion points
4. English as a Second Language (ESOL)	• Completion of literacy completion points
5. Workplace Readiness Skills/Limited English Proficient—Adult	• Completion of literacy completion points
6. Workplace Readiness Skills/Adult Basic Education	• Completion of literacy completion points
7. Workplace Readiness Skills/Vocational Preparatory Instruction (VPI)	• Completion of literacy completion points
8. Adult High School	• Completion of literacy completion points • Placement as defined in the Workforce Development system
9. Vocational Education/Students with Disabilities	• Completion • Placement—(To be developed further)
10. Adult General Education for Adults with Disabilities (this course to be refined; other course(s) may need to be developed)	• To be developed

Accommodations Needed (In Excess of Program Costs)

Extra time in program
Qualified interpreters
Transportation
Notetakers
Accessible format
Tutors
Adaptive equipment
Support personnel (e.g., special counselors, transition/employment specialists)
Specialized assessments
Readers

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Funding Recommendations

- Continue the Workforce Development Education Fund with incentive funding for programs for adults with disabilities at a value commensurate with services rendered.
- Continue Special Appropriations funding for needed accommodations.
- Support additional funding in the Transportation Disadvantaged Trust Fund, authorized in Chapter 427, Florida Statutes, specifically for the purpose of providing and coordinating transportation for eligible adults with disabilities as defined in this report.

Area II: Supported Employment	
Outcome: Competitive employment in community, at or above minimum wage, full or part time, with ongoing support because of intensity of disability	
Program:	***Performance Criteria/Quality Indicators***
Supported Employment (new course to be developed)	• Not time limited • Accomplishing goals in the Individual Adult Education Plan (AIEP) to complete Phase I (training) • Placement in competitive employment in individual job • Placement in enclave or work crew • Provision of Phase II follow-along • Retention/retraining (returning to Phase I) • Situational assessment • Functional completion points (FCP)
Accommodations Needed (In Excess of Program Costs) • Ongoing services—Phase I (one-to-one-training) and Phase II (follow-along) • Transportation, especially in rural communities • Job coach/employment specialist for job development, placement, training, follow-along • Adaptive equipment • Qualified interpreters • Situational assessment • Personal attendants (to accompany and assist student)	

Funding recommendations

- Continue Special Appropriations funding and Workforce Development funding
- Allow local educational agencies to use Special Appropriations funding, Workforce Development funding, or a combination of both funding sources for Phase I training
- Allow Special Appropriations funding to be used or provide funding from other agencies (non-DOE) for Phase II follow-along.
- Support additional funding in the Transportation Disadvantaged Trust Fund, authorized in Chapter 427, Florida Statutes, specifically for the purpose of providing and coordinating transportation for eligible adults with disabilities as defined in this report.

Area III: Sheltered Work	
Outcome: Skill acquisition and skill maintenance in a congregate training facility either on or off site; paid wage commensurate with Fair Labor Standards Act.	
Programs:	***Performance Criteria/Quality Indicators***
1. Workplace Readiness Skills/Sheltered Work (new course to be developed)	• Functional Completion Points (FCPs) • Accomplishing goals on AIEP • Movement into supported employment or competitive employment • Time-limited (not to exceed four years) funding until placement
2. Long Term Sheltered Work (new course to be developed)	• For those who need maintenance, unable to enter employment; longer than four years
Accommodations Needed (In Excess of Program Costs)	
• Transportation • Adaptive equipment and services • Personal attendant, interpreter, behavioral consultant; case manager; counselor • Productivity assessments for program modification • Mobility training	

Funding recommendations

- Continue providing Special Appropriations funding for Workforce Readiness/ Sheltered Work

- Provide Special Appropriations funding for individuals for a period not to exceed four years (after a maximum of four years, individuals would move to Supported Employment or Adult Day Programs)

- Long-Term Sheltered Work (exceeding four years) should not be funded through Workforce Development or Special Appropriations funding; other funding sources should be used.

- Support additional funding in the Transportation Disadvantaged Trust Fund, authorized in Chapter 427, Florida Statutes, specifically for the purpose of providing and coordinating transportation for eligible adults with disabilities as defined in this report

Area IV: Adult Day Program	
Outcome: Enhance and expand functional and survival skills in the areas of daily living, communication, and self-care to meet the individual's ongoing needs.	
Program: Adult Day Program (new course to be developed)	***Performance Criteria/Quality Indicators*** • Adult Day program is an ongoing, **non-**workforce program • Based on assessment results including psycho-social skills • Based on each Adult Individual Education Plan • Maintain individual's optimum level of functioning • Individualized for students with the most significant disabilities • Functional completion points
Accommodations Needed (In Excess of Program Costs) • Low student/staff ratio • Assistive technology and adaptive equipment • Specialized staff training (e.g., working with medically fragile) • Behavior management • Transportation • Specialized assessment	

Funding Recommendations

- Continue Special Appropriations funding or provide funding for other agencies (non-DOE) to support this program. Develop collaborative, coordinated funding partnerships (consider responsibilities of other agencies).

- Support additional funding in the Transportation Disadvantaged Trust Fund, authorized in Chapter 427, Florida Statutes, specifically for the purpose of providing and coordinating transportation for eligible adults with disabilities as defined in this report.

AGENCY SURVEY ON EMPLOYMENT-RELATED PROGRAMS FOR ADULTS WITH DISABILITIES

A survey is developed and will be disseminated to key agencies to review the status of programs, services, and supports for adults with disabilities. Questions focus on the number of individuals served, funding, funding sources, and unmet needs (waiting lists).

AGENCY MATRIX OF SERVICES

A matrix of services was developed to display the range of services provided by agencies serving individuals with disabilities. The purpose of the matrix was to have information in a form whereby duplication and gaps in services could be identified. The matrix, a work in progress, will be completed in December and updated periodically. The matrix will be used in interagency planning.

RECOMMENDATIONS:

Funding

Competitive Employment

- Provide the Workforce Development Fund with incentive funding for programs for adults with disabilities at a value commensurate with services rendered.
- Support Special Appropriations funding for needed accommodations.

Supported Employment

- Provide Special Appropriations funding in combination with workforce Development Funding
- Provide Special Appropriations funding, Workforce Development funding, or a combination of both funding sources for Phase I training.
- Provide Special Appropriations funding or other agencies funding for Phase II follow-along.

Sheltered Work

- Provide Special Appropriations funding for Workforce Readiness/Sheltered Work for a time-limited period.
- Long-term sheltered work (exceeding four years) should not be funded through Workforce Development or Special Appropriations funding; other funding sources should be used.

Adult Day

- Provide funding through Special Appropriations funds; involve other agencies throughout—collaborative, coordinated funding partnerships and (consider responsibilities of other agencies).
- Continue Special Appropriations funding
- Support additional funding in the Transportation Disadvantaged Trust Fund, authorized in Chapter 427, Florida Statutes, specifically for the purpose of providing and coordinating transportation for eligible adults with disabilities as defined in this report.

- Continue flexible guidelines, including current program standards and AIEPs, for programs/activities funded through the Special Appropriations for at least one year (through June 30, 2000) while the following implementation activities are completed: develop curriculum frameworks, curriculum, assessment procedures, staff development activities, program standards, monitoring process, program reporting. A work plan with timelines will be developed to accomplish these activities. Reconvene or re-establish the Adults with Disabilities Committee of the Adults with Disabilities Committee of the Adult Education Practitioner's Task Force to accomplish this charge.
- Examine program funding; identify all agencies providing funding and impact on persons: whom, where, duplication, gaps.
- Explore ways to provide technical assistance when quality should be improved.
- Consider ways to share information with families/consumers in user/family friendly formats.
- Build database that can be used for cost analysis, cost projection, future budgeting. Investigate process for identifying numbers of individuals who are awaiting adult education programs and services.

APPENDIX D
EMPLOYMENT TASK FORCE FOR ADULTS WITH DISABILITIES
DEFINITIONS SUBCOMMITTEE REPORT

Subcommittee: Definitions

Date: October 21-22, 1998

Chair: Karen Wesley

Co-Facilitator: Kathy Burton

Members Present:

Cecil Bradley, Division of Vocational Rehabilitation
Terry Farmer, Florida Association of Rehabilitation Facilities
Sylvia Collins, Statewide Human Rights Advocacy Committee
Joan Glickman, Senate Staff (Senator Forman)
Larry Moore, Jackson County School District
Karl Nousiainen, Pinellas County School District
Lewis Persons, Leon Advocacy and Resource Center
Diana Ross, Miami-Dade County School District
Chris Schuh, Association for Retarded Citizens/Florida
Verdine Spicer, Social Security Administration

Others Present:

Joe Krieger, Florida Developmental Disabilities Council and Co-Chairperson, Employment Task Force for Adults with Disabilities
Ron Scull, Department of Education, Division of Workforce Development and Chairperson, Employment Task Force for Adults with Disabilities
Stacey Webb, House of Representatives Committee on Community Colleges and Career Preparation
Leatricia Williams, Department of Education, Division of Workforce Development

Subcommittee Purpose: To define terms as needed to meet the requirements outlined for the Task Force in SB 1124.

Background Information: Members were provided a packet which included guidelines of the legislative requirements, key questions to be answered, draft of survey conducted by DOE, draft minutes from the September Task Force meeting, examples of course code directory, and data base handbook for Fiscal year 1998-99. Definitions located in SB 1124 were provided to the group, and several members were provided with federal and state definitions pertaining to the key questions identified.

Members followed the suggested format of recording key concepts for each definition (bulleted) rather than writing a narrative definition. Additionally they recorded issues and recommendations. It was noted that except for federal definitions that cannot be substantially changed, the subcommittee could propose adopting a definition as presented, propose a revision to the definition, propose a new definition, propose a new term for a given definition.

Introduction:

Origin of Subcommittees

Senate Bill 1124, the Workforce Development Implementation Act of 1998, created the Employment Task Force for Adults with Disabilities and charged this group with reviewing adult education programs for adults with disabilities and making recommendations relating to funding and other issues. The Task Force convened for the first time on September 15, 1998, in Tallahassee. Task Force members recommended that subcommittees be established to review background information addressing specific issues and make recommendations through reports to the Task Force at the November 12-13, 1998 meeting. Task Force members, Ex Officio and Working Committee members, and other interested participants of the September 15th meeting were invited to volunteer to serve on one or more subcommittees. Meetings were scheduled the week of October 20-23, 1998, in Tallahassee, in an overlapping schedule, to maximize communication among the subcommittees. One member of each subcommittee was invited to serve as chair, based on their overall experience with issues to be addressed by the subcommittee. Report formats were provided to expedite the process of submitting summary information and recommendations to the Task Force at the November 12-13, 1998 meeting.

Results of Subcommittee's Deliberations:

The subcommittee reviewed the following terms with no changes recommended.
Workforce development funded programs as defined in SB 1124

The members recommended these definitions for the following terms:

Adult with disabilities: Definition as stated in F.S. 239.105(7) was accepted with deletion of "competitive" from the wording.

- 39.105(7) "Adult with disability," for the purpose of funding, means an individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment, and who requires modifications to the educational program, adaptive equipment, or specialized instructional methods and services in order to participate in workforce development programs that lead to ~~competitive~~ employment.

- **Adult education for adults with disabilities**

—includes
  - Competitive Employment
  - Supported Employment
  - Sheltered Work
  - Adult Day program
  - entry point anywhere on the continuum
  - free movement
  - informed choice

- **Major life Activities**—Use interchangeably with activities of daily living as defined in Chapter. 413.20 (2), FS
  - "Activity of daily living" means an activity required on a frequent basis that permits an individual to secure or maintain independence. Such activities include, but are not limited to, personal home care, transportation, personal assistance services, housekeeping, shopping, attending school, communication, and employment.

Competitive employment—
- (i)In the competitive labor market that is performed on a full-time or part-time basis; and
- (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

[Note the words "integrated work" deleted because did not want to exclude self-employment or home based employment]

Supported Employment—
- competitive employment
- no time limit
- for whom competitive employment has not traditionally occurred or is interrupted/ intermittent as a result of a significant disability
- includes ongoing support
- includes recognized supported employment models which include but are not limited to individual, enclave, entrepreneurial, and mobile work crews

Transitional Work (instead of Sheltered Work)—
- specialized work or employment training
- paid in compliance with Fair Labor Standards Act
- occurs in a supervised setting where a majority of the work force is adults with disabilities
- designed to lead to competitive employment
  - may be available for extended periods if individual needs and job availability dictates
  - typically, occurs in a work center setting where a variety of other services are also available to the individual

Volunteer Work—

- providing goods or services
- to public and private sector
- with no monetary or material compensation
- by an individual's own free will

Major Life Activities Training—

- develops an individual's functional and survival skills in the areas of daily living, communication, self-care, and employability

Progress

- individualized movement toward measurable outcome(s) as identified on an AIEP
- key words
  - individualized
  - measurable

Maintenance—(the term "prevention" considered as replacement; no consensus reached)

- to preserve or keep an individual's skill level
- to prevent a need for increased services
- to enable continued employment and/or community inclusion

- may include
  - periodic checks to determine need for follow-up services
  - support services
  - transportation

On-the-Job Training—

- methodology that crosses Adult Education for Adults with Disabilities
- paid work, monitory compensation
- community work site
- for acquisition of skills for particular job
- can include
  - periodic checks for follow-up services
  - training /supports to employer and company staff
  - cooperative education programs that are established—curriculum frameworks developed by DOE

Community-Based Training—

- service provided
  - in the community
  - by paid and unpaid qualified persons within the educational, human services, advocacy providers, and employers arena
- facilitates the development of natural support –(note if use term "natural supports"—will need to define here)
- learn specific skills

Transition Services--In accordance with Chapter. 413.20(30), F.S..

The term "transition services" means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post school activities, including postsecondary education; vocational training; *transitional employment; supported employment; competitive employment;* continuing and adult education; adult services; independent living; or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

[Italics reflect members recommended changes]

Long Term Employment—*We were unclear why this is included and how it applies. Can it be captured in Retention?*

Retention—

- stabilization on the job
- long-term stability

[Note this term still needs to be fleshed out]

Placement—

- being employed in an occupation related to job training
- need to include higher level of training, military, etc.
- match skills of individuals with the job training or education
- reflect consumer choice
- result of successful transition

Issues:

- How to identify disability is important—getting information out concerning need to self-identify need for assistance.

Questions/Clarification/Issues from morning discussion

- In looking at adults with disabilities, where do substance abusers fit in?
- Have heard new statute says, "no more than 1:10 in chronically ill programs." True?
- is not function of age but of impairment—recognize senior adult learning

Recommendations:

- Technical assistance to accommodate adults with disabilities is important aspect to make community based training and employment succeed (i.e., technical assistance employers and community resources).
- Follow SB rule—Adult Education for Adults with Disabilities starts at age 16.
- Remember AE does not have to do all—recommend partnerships.
- Address funding for transportation.
- Address start up funds for adult education or adult with disabilities programs.

- Allocate funds to develop form (AIEP) that can be used by all.
- Group to do AIEP and including Functional Occupational points.
- Define level of quality of monitoring, recognize best practices in monitoring (e.g. national accreditation type monitoring
- DOE standards should be developed with outside (interagency input). No ivory tower.

Barriers:
- lack of focus on people, therefore poor inter (all) agency
- transportation barrier to accessibility
- lack of knowledge of SS work incentives
- lack of funds

Guiding Principles: Reviewed not accepted as presented. Tabled due to time constraints.

APPENDIX E
EMPLOYMENT TASK FORCE FOR ADULTS WITH DISABILITIES OUTCOMES, OUTPUTS, AND PERFORMANCE MEASURES SUB-COMMITTEE REPORT

Subcommittee: Outcomes/Outputs/Performance Measures

Date: October 21-22, 1998

Chair: Gerald Frisby, Daytona Beach Community College

Co-Facilitator: Janet Adams, Department of Education, Division of Workforce Development

Members:
Dru Brown, Jackson County Schools (retired)
Madeline Hoke, Hillsborough County Schools
Rochelle Kenyon, Broward County Schools
Cindy Meftah for John Bryant, Department of Children and Families, Mental Health Program Office
Sheila Miller, Pinellas County, Parent and AFIRE (Pinellas Advocacy Committee)
Steve Newton, Center for Autism and Related Disabilities, Tampa
Tina Phillips, Palm Beach Habilitation Center, Inc.
Keith Weiss, The Florida Network

Other Participants:
Patti Askins, Department of Education, Division of Workforce Development
Jo Ann Hutchinson, Florida Commission for the Transportation Disadvantaged
Rick Lockenbach, Department of Education, Division of Workforce Development
Ron Scull, Department of Education, Division of Workforce Development
Stacey Webb, House of Representatives Committee on Community Colleges and Career Preparation
Leatricia Williams, Department of Education, Division of Workforce Development

Subcommittee Purpose: To identify effective and efficient programs in which funds are used with maximum efficiency and analyze characteristics of effective and efficient funding methods; identify and explain outputs, outcomes, and performance measures appropriate for Special Appropriations funded programs/activities such as adult day programs, sheltered work, supported employment and competitive employment; develop recommendations for changes in Workforce Education Outcome Information System, including data elements.

Background Information:

Participants discussed the current Workforce Development funding system, including definitions and examples of outputs, outcomes, and performance measures and the funding system (see *Background Information*; *The Florida Community College System Student Data Base Data Element Dictionary, Appendix A, Version 10.0, July 1, 1998*; *Draft Workforce Development Funding System Overview*; excerpts from the *1998-99 District Workforce Development Data Base Handbook* and the *Florida Community College System Student Data Base, July 1, 1998*; and, *Placement Definitions for Workforce Development*).

Results of Subcommittee Deliberation

Notes:

- Performance measures are numeric (quantified) criteria for assessing outputs and outcomes, i.e. 70% placement rate, number of students who attain an LCP (literacy completion point), number of completers who are employed 6 months after program completion, etc.
- Outcomes are referenced to individuals. Performance outcomes relate to agencies or systems.
- Outputs yield outcomes.

Competitive Employment Outcomes:

Outputs: Reaching a program objective.	Outcomes (what happens after individual exits the system):
Occupational Completion Points (OCPs) in Vocational Education • PSAV • A.S. Degree • Certificates	Placement
Literacy Completion Points (LCPs) in Adult General Education • Adult Basic Education • ESOL • Vocational Preparatory Inst. • ABE • Adult High School • GED • Others	• Competitive employment • Next level education • Retention

Funding Consideration: Workforce Development

Supported Employment Outcomes (SE)

(SE = Placement first, training occurs on the job, ongoing support is provided. Each participant has an individual training plan)

Outputs: Reaching a program objective	Outcomes (what happens after individual exits the system):
Mastered skills in training plan (Phase 1)	Placed in work; receiving wages, ongoing natural supports/agency support (Phase 2)
	Part-time/Full time work
	Benefits
	Social Integration
	Workdays/Retention (same standards not applied to all students)
	Transition to competitive employment

Funding consideration: Workforce Development funding for Phase 1; Special Appropriation or non-DOE funding sources for Phase 2.

Sheltered Work Outcomes (TWE)

Outputs: Reaching a program objective	Outcomes (what happens after individual exits the system):
Acquired skills identified on IEP needed for participation in contract work activity	Successful adjustment to the workplace
	Transition to participation in "contract work activity"
	Transition to supported employment

Funding consideration: Special Appropriation

Adult Day Program Outcomes

Outputs: Reaching a program objective	Outcomes (what happens after individual exits the system):
Achievement of IEP objectives	Transition to a higher level
Successful adjustment & community living	Optional functioning (i.e. survival skills and activities of daily living
Satisfaction with services	Client/Parent Satisfaction
Successful inclusion within the community	Perform volunteer work in community

Funding Consideration: Special Appropriation

Selected Current Data Elements
(application to program types)

Data Element	CE	SE	TWE	AD
Adult/Disability (self-reported)	X	X	X	X
Instructional Setting—Mainstream or Separate	X	X	X	X
OCP/LCP	X			
Termination Code—completer, remaining	X	X	X	
Cost Reporting Code	X			
Initial Functioning level (AGE)	X			
Final Functioning Level (AGE)	X			
Special Appropriation	X	X	X	X
Withdrawal Code	X	X	X	X
Wage information through FETPIP follow-up	X	X	X	X
Retention	X	X	X	

Needed (NEW) Data Elements
(application to program types)

Data Element	CE	SE	TWE	AD
Supported Employment individual is receiving ongoing support (match w/term. placement code) (phase 2)		X		
Functional Completion Point • the attainment of competencies based on AIEP that qualifies an individual to move to a higher performance level		X	X	X

Recommendations:

- add to definition of placement—movement from one level to another level; within supportive employment—phase 1 (training) to phase 2 (intermittent support)—need to report the completion of IEP goals
- add definition of completer for Sheltered Work—individual who has attained competencies that qualify them to move to the next level based on IEP

What additional information is needed to identify effective/efficient programs/ funding?

- percentage of people who are not being served in the service area
- number of persons served, identified by funding sources
- data on transportation needs/problems
- use two separate tracking forms for data
    - outcomes referenced to individuals
    - outcomes at the program level (statistical information on the program's effectiveness—cost, timeliness, etc.)
- collect information on customer service
- identify other barriers
    - lack of resources
    - lack of child care
    - not meeting eligibility standards
    - number of people on the waiting list

What other processes are needed (in addition to WDIS)

- important to develop process to determine customer satisfaction with services

Issues/Recommendations

- need to take advantage of federal matching dollars
- need dollars to supplement Workforce Development funds to support special services for adults with disabilities in programs (ex. interpreters)
- need to investigate status of fee waivers/exemptions and the impact on individual students and overall support of the program
- one program ("outcome area") area should not be a prerequisite for another individuals must have choice.
- need to ensure safety net—individuals can return to programs at any level for re-training or can access any support service to continue in activity (ex. may need periodic behavior management or counseling intervention or job coach assistance)
- need to identify appropriate assessment strategies to be able to document each individual student's functioning and achievement
- adult IEPs for Adult Day Program must include more detailed information (than under current guidelines)
- customer satisfaction should be incorporated into programs areas—process should be independent from IEP or other regular contact to ensure quality service delivery and ensure enhanced validity of the information (input)
- because customer satisfaction surveys are expensive, additional resources need to be requested.
- need incentives built into Special Appropriation Funding system for students who reach individual objectives and/or transition to a different/higher program level (ex. from Adult Day Program to Supported Employment)
- need to explore possibility of using ESE matrix funding system (funding based on

level of support needed by individual student) and apply it to adults with disabilities in different programs—this would be in addition to incentive dollars already in place
    - could apply to Workforce Development and Special Appropriation
    - could apply to each step of Workforce Development funding system (enrollments, completions, placements)
- no assurance that Special Appropriation funds will continue—need ongoing funding
- increase volunteer work opportunities as a valuable process for developing skills
- need to review assessment and entry criteria for Apprenticeship and other special programs
- need additional funding for agencies (non-DOE) to provide ongoing support services for Phase 2 supported employment and other activities
- need to draw down matching funds
- budget issues should be requested for growth dollars
- include new Functional Completion Points in data system—valuable way of measuring progress
- needs to be expedient, ongoing interaction, and transfer of information about the individual between agencies expediently, service providers
- confidentiality maintained throughout the data collection/reporting process
- consider using an ESE functional level to document when appropriate; independent/supported/participating
- need to be able to follow up all individuals working (wherever they are)
- need to collect information on numbers of persons on waiting lists
- need to determine unmet needs and services needed—cross-reference all the high school students with disabilities with the adults with disabilities in the community
- need to further define/explain Functional Completion Points
- need more time to work further on Supported Work and Adult Day outcome areas
- need further interagency study to determine current levels of services and unmet needs—some of this information is being captured in MATRIX information collection
- definitions —
    - long-term employment—one year
    - retention—stabilization on the job

APPENDIX F
EMPLOYMENT TASK FORCE FOR ADULTS WITH DISABILITIES
BARRIERS AND SOLUTIONS SUBCOMMITTEE REPORT

Subcommittee: Barriers and Solutions

Date: October 22-23, 1998

Chair: Jo Ann Hutchinson, Commission for Transportation Disadvantaged

Co-Facilitators: Steve Dunaway, Janet Adams

Members:

Lourdes Bravo, Parent
Win Bryan, Leon County Schools, Adult Education
Joe Crosby, Student/Consumer/Employee
Chris Drummond, Developmental Disabilities Council Employment Task Force and Consumer
Suzie Hutcheson, Tri-County TEC
Rochelle Kenyon, Broward County Schools, Adult Education
Carl McCoy, Florida Council of the Blind
Sheila Miller, Parent and AFIRE (Pinellas County Advocacy Committee)
Lewis Persons, Leon Advocacy and Resource Center
Veronica Sehrt, Leon County Schools, Adult Education
Dianne Steele, Parent and National Alliance for the Mentally Ill/Florida
Karen Wesley, Association for Persons in Supported Employment

Other Participants:

Kathy Burton, Developmental Disabilities Council
Joe Krieger, Developmental Disabilities Council
Ron Scull, Department of Education, Division of Workforce Development
Stacey Webb, House of Representatives Committee on Community Colleges and Career Preparation
Leatricia Williams, Department of Education, Division of Workforce Development

Subcommittee Purpose:

To identify and recommend remedies that could preclude the participation of people who are capable of working toward competitive employment. To identify barriers and recommend solutions related to other work opportunities and quality of life.

Background Information:

Barriers identified by the Program and Funding Subcommittee, Definitions Subcommittee, and Outcomes/Outputs/Performance measures Subcommittee were forwarded to the Barriers Subcommittee. These barriers are included in the following summary of subcommittee deliberations.

Results of Subcommittee Deliberations:

Employment Task Force for Adults with Disabilities Guiding Principles
The subcommittee reviewed the Guiding Principles developed by the Programs and Funding Subcommittee and recommended adoption with the following change (see number 7):

1. Individual choices/needs will drive the system.
2. Services will be partnership among consumer, family, community resources, with consumers taking the lead role or consumer control.
3. Adequate resources must be available to support system and individuals served within system.
4. Services will build on community supports, be inclusive, and be provided in natural settings.
5. System will maximize community/state/federal resources to meet desired program goals.
6. System will be monitored to assure proper use of funds and a high level of quality.
7. Programs for adults with disabilities should be available and accessible throughout the state.

Identification of Barriers and Possible Solutions:

Note: The following abbreviations are used to indicate the subcommittee that identified the barrier—PRG, Programs and Funding; DEF, Definitions; BAR, Barriers; OUT, Outcomes/Outputs/Performance Measures. Barriers identified by Barriers Subcommittee similar to those identified by other subcommittees were combined.

Barrier: lack of information about SSI programs to achieve self-sufficiency and other SSA incentives to work (PRG)—lack of knowledge of Social Security Work Incentives (DEF)

Solutions:

- Get the word out (Social Security Administration, Developmental Disabilities Council, Department of Education, other agencies, advocates).
- Include as part of a transition goal, i.e., you will explain SSI and Social Security Work Incentives, as part of IEP/AIEP transition process.
- Explain in functional terms.
- Disseminate/share existing materials via Developmental Disabilities Council (collaboration with Department of Education Clearinghouse).
- Increase educational awareness of benefits (dollars and health) and employment.
- Reference the WAGES model.
- Promote across agencies.
- Promote information to "the hidden" individuals.
- Pursue waivers for innovations.
- Use a two-tiered process in information distribution—one lead agency to approve information that is produced and/or distributed and then those to distribute information.
- Department of Education should take lead and look at developing a group/council of members from various agencies to review and disseminate information — develop components to the process so you don't have to wait for every piece to come together before the process can start.
- Bottom line is to get the basic information to people and give them options to seek further information.
- Ensure interagency collaboration including consumer and family throughout the process.
- In reference to federal legislative barriers, pursue waivers (council and Governor).

Barrier: lack of available/accessible transportation (PRG)—transportation accessibility (DEF)

Solutions — Responsible Agency:

- Develop individual unpaid supports—agencies funding/purchasing transportation; community transportation boards and others.
- Study and use what has worked in other communities/states—agencies; local transportation boards.
- Promote trip pass or coupon programs to allow individuals freedom to travel (the individual is in charge)—agencies and local transportation agencies and boards.
- Promote carpooling and other forms of ride sharing to maximize efficiency—Commission for Transportation Disadvantaged, other funding agencies, and local transportation boards and systems.
- Coordinate with existing transportation systems for planning and operations to reduce duplication—with consumers taking the lead role **or** consumer control, all agencies funding transportation.

- Address broad areas of inaccessible transportation , i.e., curb cuts, side walks, signals (need audible), vehicles purchased (busses, etc.), lighting, shelters, safety issues—local government and planning entities.
- Promote use of PASS (Social Security Work Incentives) for vehicle operation for personal, individual transportation—Commission for Transportation Disadvantaged and other agencies, local consumer groups and transportation boards.
- Promote the IEP process, identify individuals who could obtain a drivers license and include this goal on the IE—local and state education agencies, consumer groups, and Department of Highway safety and Motor Vehicles.
- Seek support from vocational-technical centers and community colleges to perform auto work for personal vehicles—local consumer groups and education agencies.
- Promote increased use of school buses—Commission for Transportation Disadvantaged, other agencies, school districts.
- Address insurance barrier on using school buses (possibly a waiver)—Department of Education, Commission for Transportation Disadvantaged, Legislature.
- Develop an initial state plan for transportation for people with disabilities—Commission for Transportation Disadvantaged, other agencies should include transportation in their plans.
- Expand transportation resources to provide countywide services, including more daytime hours, evenings, and weekends for adults with disabilities to be able to work—Legislature with advocacy from Commission for Transportation Disadvantaged, consumers, and others.
- Improve local planning, i.e., when building facilities serving adults with disabilities, include accessible transportation at the beginning.
- Require first and second background checks on drivers to increase safety for riders.

Barrier: Where will funding for ongoing supports come from for supported employment (PRG)? Lack of funding for personal assistants (PRG). If adequate funding is not provided, essential support services will not be available.

Solutions:

- Charge Interagency Council with reviewing use of funds and recommending more effective use of resources.
- Maximize use of generic funding sources (e.g.,. volunteer groups) to provide needed supports/services.
- Explore availability of and submit grants.
- Use work incentives (PASS) to fund supports/services.
- Take advantage of matching funds that are available (federal/state matching dollars).
- Demonstrate economic value of services for adults with disabilities; ("we create tax payers") to legislature and community.
- Research how other communities/states have combined resources to maximize services.

- Think and act long-term.
- Implement a sliding scale for different types of services.

Barrier: lack of commitment in some school districts or community colleges to train students for higher level courses (PRG)—lack of focus on people, therefore poor interagency effort (DEF)—Interagency collaboration is lacking (OUT).

Solutions:

- Verify or coordinate with other agencies or reports.
- Start with PTA/ESE liaison (person) at every school to promote dissemination of information.
- Mandate an interagency council at the local level that includes requirements for information dissemination.
- Research ways to make the local interagency councils viable and empower them.
- Empower state interagency council to develop recommendations and rules which override policy barriers; create the option that will solve policy barriers.
- Investigate creative ways of using waivers and incentives to eliminate barriers.
- Involve business/business representatives on the interagency councils.
- Involve consumers and families, possibly Chamber of Commerce subcommittee, community leaders, county commissioners.
- Explore interagency council as subcommittee of Chamber of Commerce.
- Collect information from agencies on successful employment of persons with disabilities.

Barrier: individuals with disabilities not getting what they need (not empowered)

Solutions:

- Empower individuals by making information available, such as through web pages.
- Provide opportunities for self-advocacy training.
- Help individuals obtain and learn how to use computers.
- Provide opportunities for self-advocates to interact with other self-advocates on a regular basis (ex. local conferences).
- Designate ombudsman and publicize how to contact them.
- Develop consumer liaison affiliated with others to disseminate information.
- Increase peer to peer networking.
- Require interagency networks to review individuals whose cases have been rejected (based on an individual's request/voluntary basis).
- Develop an effective and reader friendly reporting process for agencies (how have you met goals and objectives and what is the impact on the individual?).

Barrier: confidentiality (getting information while protecting an individual's confidentiality) (OUT)

Solutions:

- Provide technical assistance and disseminate information on confidentiality issues.
- Provide feedback to the information collectors about how information is used and its positive impact.
- Explore how one-stop centers and other groups solve this problem.

Barrier: FETPIP (Florida Education and Training Placement Information Program) does not "capture" individuals working in all jobs (e.g., "mom and pop" business) (OUT).

Solutions:

- Supplement FETPIP data with local data.
- Revise the FETPIP system so it does provide more follow-up data.
- Investigate why the system does not accommodate this type of follow-up.
- Verify or coordinate data collection with other agencies or reports.

Barrier: lack of support from businesses to hire people with disabilities above entry level wage

Solutions:

- Create incentives (including funds) for businesses.
- Proactively educate business chambers and business leaders.
- Disseminate list of resources for information (resource people, including business people with successful employees with disabilities).
- Visit editorial boards, school boards, and legislative delegations to educate.
- Develop and disseminate effective marketing practices; show businesses why hiring persons with disabilities is good for them.
- Publicize successes.
- Promote/sponsor consumers to join Chamber leadership or other organizations.
- Publicize leadership opportunities for consumers and families and contact people who provide these opportunities (education and contacts).

Barrier: Data collection is a major challenge (OUT).

Solutions:

- Ensure local reporting.
- Increase data collection for transportation issues.
- Develop a universal application that collects necessary data.
- Provide technical assistance to locals on how to collect and report.

Barrier: If adequate funding is not provided, essential support services will not be available (OUT)—lack of support from businesses to hire people above entry level (PRG).

Solutions:

- Provide incentives.
- Consumers should join Chamber leadership or other organizations.
- Publicize leadership opportunities for consumers and families and service providers (education and contacts).

Barrier: Some adults with disabilities are unable to earn credentials such as regular high school diploma, GED, etc. (this prevents them from accessing further education or advancing in work/careers) (PRG).

Solutions:

- Establish diploma for adults with disabilities that won't screen people out from opportunities.
- Provide adaptive equipment/materials in accessible format.
- Use alternative evaluation to the GED; research alternatives that are being utilized.
- Use competency/curriculum based credentials/portfolios.
- Explore modified occupational completion points for adults.
- Provide assistive technology and services.

Barrier: lack of assistive technology and services

Solutions:

- Support and work with Florida Association for Assistive Services and Technology (FASST) Council.
- Pursue innovative funding sources (research Iowa project).
- Educate and empower consumers and families.
- Monitor vendors for quality of services.
- Support Developmental Disabilities Council's project to explore ways to coordinate research.

- Provide opportunities for individuals to get/use high quality equipment they have had access to in school.
- Establish relationships with businesses/industries to get free or loan or low cost equipment.
- Train individuals to use equipment.
- Provide tutorial services on an as-needed basis.

Barrier: special diploma not accepted for some community college programs (OUT)

Solutions:

- Develop a diploma that is accepted.
- Develop a trial period for students (12 credit hours) at the community college.
- Ensure that committee determining student's status after trial period is knowledgeable about adults with disabilities to ensure fairness.

Barrier: There's no continuity of programs offered from one community to the next (availability). (OUT)

Solutions:

- Identify model programs.
- Offer incentives to duplicate that program in other communities.
- Make presentations at statewide meetings of superintendents and school board members to publicize value of vocational and adults with disabilities education programs (have peer present).
- Mandate that disabilities issues be a standing agenda item.
- Present same information from statewide meeting at the local level.

Barrier: How do we measure outputs and outcomes for programs that don't have an exit? How do we measure success if person doesn't exit program? (OUT)

Solutions:

- Use adult IEPs to show individual goals and progress.
- Develop some milestones for different kinds of programs.
- Train staff to develop appropriate goals.
- Need frameworks and curriculum.
- Use "functional completion points."
- Measure by increasing percentage of time an individual spends in community inclusion opportunities.

Barrier: Inadequate skills assessment and transition services lead to high failure

rate in employment (letter from M. Steinbruchel).

Solutions:

- Educate the people who are doing the evaluation assessments.
- Use appropriate evaluation techniques that will express the individual's capabilities.
- Train/educate the employers and the job coaches re: interviews, communications, training, and support.
- Provide adequate job supports.
- Communicate to businesses in business terms—"workforce diversification."
- Increase effectiveness of job matches.

Barrier: definition of "work" as defined in Workforce Development (OUT)

Solutions:

- Expand definition of work to match the legal federal definitions.
- Recognize that volunteer work and sheltered work may be useful steps toward other work, but don't let people get stuck there.
- Use job sharing/job carving techniques, home-based business in the community.
- Recognize full time and part time schedules as work.
- Develop different definitions.
- Ensure that we help each individual to work towards their highest work goals.
- Educate agency administrators regarding value of home-based businesses.

Barrier: Academic criteria for Apprenticeships programs are preventing some adults with disabilities from qualifying for programs. (OUT)

Solutions:

- Find out who is responsible for developing programs and criteria.
- Require that someone from an educational system and legal representatives sit on the board that develops programs and criteria.
- Market the abilities of people with disabilities.

Barrier: Some vocational programs are using the basic skills requirement as entry criteria rather than exit criteria. Some capable adults with disabilities may be denied entry into program based on limiting academic criteria. (OUT)

Solutions:

- Use alternatives to testing with new state board rule.
- Monitor programs and review list of those people denied and why they were denied.

- Put penalties in place.
- Provide rewards for those following rules.
- Provide information to students and families on their rights regarding third party advocacy group.
- Identify an appeals process.
- Involve support coordinators.
- Ensure testing modifications and accommodations are utilized.

Barrier: Concept of readiness as applied to an individual is often a barrier to participation in higher levels of programs/activities. (OUT)

Solutions:

- Develop a broad enough definition.
- Develop clear guidelines re: eliminating prerequisites.
- Eliminate the words "appropriate, ready, and evaluation."
- Ensure that IEP facilitates movement from one activity to another and eliminates unnecessary steps for the students' progress.
- Maximize use of partial participation in activities and programs.
- Demand inclusion while in educational programs (school and workforce).

Barrier: There is inadequate safety net for individuals who lose their jobs, often due to circumstances beyond person's control. (letter from M. Steinbruchel)

Solutions:

- Educate individuals regarding available sources of funding.
- Establish funding for short term retraining for individuals who lose their jobs in order to re-enter the workforce; parents are concerned about that individual being home alone (may want to look at WAGES program).
- Determine if Jobs and Benefits are in compliance with the ADA.

Barrier: Programs are not being acknowledged for short term gains of individual students. (OUT)

Solutions:

- Provide incentive dollars to programs.
- Publicize successful programs through Adult and Community Education Association of Florida conferences, etc.
- Provide incentives for additional (volunteer) staff training (points, etc.).
- Only reward when programs meet Guiding Principles rather than politics.

Barrier: lack of understanding (stigma) related to people with mental illness (BAR)

Solutions:

- Provide support person for employer to call on—make sure employer has this contact information available.
- Increase number of support employer personnel.
- Develop more natural supports.
- Develop assertive community treatment programs to provide services in the communities.
- Ensure quality job matches—will help reduce stress.
- Use strategy of small steps and helpful hints to work toward goal of success.
- Recognize these individual steps and encourage them.
- Recognize and address self-esteem issues.

Barrier: lack of affordable, quality child care

Solutions:

- Interface with WAGES for funding sources and eligibility.
- Pair up different individuals and provide training so they can perform child care services.
- Pair up and pay parents to take in a child with disabilities so other parent can go to work.
- Develop a network of respite and child care.
- Educate people on availability of loans to set up in-home child care services.
- Provide respite care for individuals with mental illness (ex. parent with mental illness needs a break from the kids).

Barrier: lack of emphasis for people with disabilities regarding the need to work (community inclusion)

Solutions:

- EP should include career goals beginning in pre-K and first grade.
- Include students with disabilities (any age) in all activities and emphasize the importance of work.
- IEP should show inclusionary activities pertaining to work beginning in kindergarten.
- Use new ESE curriculum frameworks that include work/career standards.
- Use inclusion model at all stages of education.
- Educate community.
- Change federal and state laws to promote incentives to return to work (SSI, etc.).
- Educate people that they can get out of poverty.
- Study those cases that failed and try to identify a pattern and modify system.

Barrier: Federal and state terms are not consistent.

Solution:

- When drafting new language, cross-reference terms that are synonymous between state and federal.

Barrier: Businesses fear the ADA.

Solutions:

- Train the employers on ADA.
- Educate service providers so they can act as consultants.
- Disseminate user-friendly booklets/videos to dispel fears.
- Disabled adults need to take personal responsibility to educate the employers and dispel some concerns.
- Use business to business approach—check with other businesses involving adults with disabilities.

Barrier: Adults who are newly disabled lack opportunities for training in independent living skills.

Solutions:

- Increase number of trained people to provide that type of training.
- Increase resources to support training.
- Integrate independent living programs with already existing senior living populations to develop a comprehensive system.
- Educate state level Centers for Independent Living.
- Provide incentives for Centers for Independent Living to integrate/coordinate with other agencies
- Use generic community resources.
- Implement assertive community treatment.

Barrier: Agencies and others are not addressing employment for people with the most severe disabilities

Solutions:

- Use collaborative model and implement incentives such as school districts providing free staff training, points, or pay for staff.
- Use non-traditional models.
- Use individual plans that include practical "adult" skills that lead to work.
- Monitor programs/agencies to ensure that people with the most severe disabilities are served.

- Provide quality, ongoing support services to working adults with disabilities.
- Educate service providers on employers' needs and then use this information to put adults with disabilities to work.
- Use performance-based contracts to ensure work goals are addressed in educational programs.
- Provide incentives (funds) to employers.
- Develop cadre of knowledgeable people who can work with employers in hiring employees with most sever disabilities.
- Give businesses a state developed tax credit for hiring a certain number of disabled people—give portion of it at the beginning and then the rest of it when business meets criteria.

Barrier: lack of teachers trained to work with adults with disabilities

Solutions:

- Provide staff development for current teachers to develop new skills in meeting needs of adults with disabilities.
- Add disability information and competencies related to meeting needs of state/district to university curriculum.
- Make presentations at statewide teacher/teacher union conferences and meetings.
- Provide incentives (free tuition, bonuses) for people entering this field.
- Include consumers and parents as instructors in all training activities.
- Develop a mechanism to contract with specialized trainers to teach certain areas or topics that a regular teacher is not able to (i.e., short term).
- Continue to strengthen and support K-12 School to Work initiative for ALL students.

Barrier: lack of an advocate across programs

Solutions:

- Organize a centralized, statewide group that advocates for individuals with disabilities across disabilities and agencies (Clearinghouse/referrals for information).
- Create local and state business boards to help individuals with disabilities to start their own businesses utilizing existing resources, such as small business groups, community colleges, and chamber.
- Explore community based organizations changing their role to that of a consultant rather than the owner of the business.
- Support national funding for a "211" access number (help line) to provide available information for persons with disabilities.
- Encourage active participation of adults with disabilities in voting.
- Assist in voter registration.

Barrier: lack of effective monitoring

Solutions:

- Develop and implement a unified, coordinated monitoring system across agencies and based on performance.
- Capitalize on national movement for interagency collaboration.
- Develop incentives for effective monitoring which includes rewards and penalties.
- Adequately fund the monitoring efforts (add monitoring statement to appropriate areas).
- Consumer satisfaction should be the major component, even if it is against the program's goals, i.e., person may be happy at workshop, but goal is to reach competitive employment.

Barrier: Few adults with disabilities establish their own home businesses

Solutions:

- Educate policy makers and agencies re: viable opportunities to establish home businesses.
- Identify and disseminate information to consumers on how to establish home business, i.e., insurance benefits, business loans, mentors and support groups available, available grant programs, work incentives, impacts of business on disability benefits, zoning requirements, and assistive technology.
- Provide entrepreneurial training in K-12 system.

Barrier: lack of insurance

Solutions:

- Continue pursuing federal legislation that provides insurance benefits that put people with disabilities to work.
- Identify people who originally created the proposal.
- Continue supporting the state's Mental Health Parity proposal that provides insurance coverage for serious mental illness.
- Expand coverage provided by HMOs to meet needs of people with disabilities (Medicaid, Medicare).
- Determine if there are existing bills addressing these issues and lobby for their continuation/implementation.

Barrier: People with chronic mental illness face unique barriers to education and employment, including the following:

- fear of failure
- fear of the public
- poor motivation

- poor social skills
- mental health cycles
- lack of agency interest in serving mental health clients
- side effects of medication
- accompanying health problems
- stigma
- lack of adequate treatment
- individuals with dual diagnoses
- incarceration of individuals with mental disabilities

Solutions:

- Provide adequate training of teachers, agencies, officials, employers, and general public.
- Fund and provide support services, such as counselors, job coaches, medications, support coordinators, outreach to families, advertisement, and dissemination of information.
- Develop individual support systems with people who are proactive, and recognize when an individual needs help, such as "circles of friends," to support the individual on an ongoing basis to avoid a crisis.
- Enhance training for the consumer—they need to recognize their symptoms.
- Expand funding to support a quality mental health system.
- Find a way to publicize success.
- Encourage people, through information campaign, to request services.
- Educate employers about possible alternative health problems related to mental disabilities.
- Educate consumers about other health problems so they are aware and can prevent them.
- Implement disability awareness in K-12 and postsecondary education curricula.
- Improve coordination among other agencies addressing substance abuse and mental health issues dealing with the same individual.
- Increase natural support settings such as families and churches.
- Provide crisis intervention training for law enforcement, firemen, paramedics, health providers and prison staff.

Issues/Recommendations:

- The money should follow the person. State and federal moneys coming down should be identified per individual instead of for the program.
- There are a number of people sitting at home because a program is not available or who are in programs that do not meet their needs. These people are waiting for decisions to be made concerning the issues and recommendations in this report.
- Equal opportunity and community inclusion begin with independent living training (see "personal responsibility" wording in WAGES Act).
- At the November meeting, Task Force should review barriers/solutions and identify priorities.

- Disability issues should be included in all training efforts—ex. teacher training, business training.
- Need to stress work and community inclusion so that individuals with disabilities gain social skills, work attitudes, and behaviors that make economic self-sufficiency a reality.
- Follow-up for Task Force and committee work should be continued so good ideas will not be lost—with action plan and interim reports on progress.

APPENDIX G
SUBCOMMITTEE WORKING ASSUMPTIONS

The following working assumptions were used by all of the subcommittees during their deliberations at the meetings held October 20-23, 1998, in Tallahassee.

- We are not going to answer all the questions today, and that is O.K.
- Subcommittees will provide information and recommendations to the Task Force—if a subcommittee does not reach consensus, all perspectives will be represented in the subcommittee report.
- Existing federal and state definitions will form the foundation for any definitions proposed by committees.
- We are looking at a full range of options for adults with disabilities with opportunities for informed choice within these options, supports as needed, and minimal disincentives to employment.
- We are considering the needs of the full range of the population of persons with disabilities, including persons with the most significant disabilities and those who may not have been served in Adult Education previously.
- At the November 1998 Task Force meeting, there will be opportunities to recommend "next steps."

APPENDIX H
AGENDA AND MINUTES FROM NOVEMBER 12-13, 1998 TASK FORCE MEETING

AGENDA
EMPLOYMENT TASK FORCE FOR ADULTS WITH DISABILITIES

Thursday, November 12, 1998 and Friday, November 13, 1998
DoubleTree Hotel—Tallahassee, Florida

Thursday, November 12, 1998

8:30 a.m.	Welcome and Introductions	Ron Scull, Chair
	Legislative Charge	
	Meeting Outcomes	
	• Key Concepts	
	• Conceptual Model	
	• Barriers and Solutions	
	• Other Recommendations	
	History	
	Process Update	
	Subcommittee Working Assumptions	
	Task Force Meeting Process and Structure	
	• Rules	
	• Task Force Action	
	• Debate and Comment	
	• Identification of Next Steps	
	Overview of Conceptual Model and Collaboration/Refinement of Issues	Shan Goff
	Key Concepts/Definitions	Karen Wesley
	Barriers	Jo Ann Hutchinson
	Conceptual Model Components	Joe Krieger, Vice-Chair Rochelle Kenyon, Gerald Frisby
11:30 a.m.	Lunch on Your Own	
12:30 p.m.	Conceptual Model Components (cont.)	Joe Krieger, Vice-Chairperson Subcommittees
2:30 p.m.	Working Groups—Collaboration/ Refinement of Issues	Meeting Participants and Staff
4:00 p.m.	Adjourn	

Friday, November 13, 1998

8:30 a.m.	Working Groups Recommendations	Joe Krieger
10:30 a.m.	Task Force Action on Conceptual Model	Ron Scull
11:00 a.m.	Barriers Carousel Activity (Prioritize Barriers)	Staff
11:30 a.m.	Lunch On Your Own	
12:30 p.m.	Barriers Summary	Staff
1:00 p.m.	Other Issues and Recommendations	Ron Scull
1:30 p.m.	Summary and Next Steps	Ron Scull
2:30 p.m.	Adoption of Draft Report	Ron Scull
4:00 p.m.	Adjourn	

MEETING MINUTES
NOVEMBER 12-13, 1998 TASK FORCE MEETING

Doubletree Hotel
Tallahassee, Florida

Meeting Outcomes

Because the primary purpose of this meeting was to come to consensus on the recommendations of the Task Force regarding the Programs and Funding Conceptual Model and other issues as now incorporated into the Final Report, this document represents only a summary of the meeting process. A full meeting transcript (383 pages) is available on request.

Thursday, November 12, 1998

Welcome and Introductions

Chairman Ron Scull convened the meeting, thanking the participants for their involvement and for taking the time to attend a two-day meeting. He acknowledged the work of the four subcommittees and of staff, indicating that there was a high level of participation, resulting in an extensive report. Mr. Scull introduced the Vice Chair of the Task Force, Joe Krieger, as well as Shan Goff, Loretta Costin, Leatricia Williams, and Joan Glickman, and indicated that Stacey Webb would be joining the meeting later. Other participants then introduced themselves (see Committee lists for representation):

Participants

Janet Adams
Tamara Allen
Karlton Ballard
Cecil Bradley
Lourdes Bravo
Carol Ann Breyer
Mary Britt
Dru Brown
Win Bryant
Kathy Burton
Phillip Clikas
Chris Drummond
Betty Duffy
Steve Dunaway
Calvert Durden
Terry Farmer

Francis Flood
Pat Frank
Gerry Frisby
Joan Glickman
Sheila Gritz
Karen Helland
Madeline Hoke
Joanne Hutchinson
Amy Johnson
Susan Kaempfer
Rochelle Kenyon
Eva Lewis
Carl McCoy
Lee Miller
Sheila Miller
Larry Moore
Jan Morris
Doris Nabi
Rod Nedeau
Steve Newton
Carl Nousiainen
Lewis Persons
Tina Phillips
Michele Polland
Diana Ross
John Satterwhite
Chris Schuh
Veronica Sehrt
Verdine Spicer
Dianne Steele
Bob Tilley
Keith Weiss
Karen Wesley
Leatricia Williams
Celia Wilson

Approval of September 15, 1998 Minutes

Minutes of September 15, l998, were accepted with correction in number of students in Broward County Adults with Disabilities programs (2-3,000 students, not 30,000).

Presentation on Background and Conceptual Model

Ensuing presentations (see Powerpoint script attached) by Joe Krieger, Shan Goff, and Loretta Costin reviewed the legislative charge, proposed meeting outcomes, history in terms of SB 1688 and SB 1124 and a process update. The process update

included the prior Task Force meeting, a survey of school districts and community colleges, and the work of four subcommittees in the design of a Conceptual Model for programs and funding.

At that point, a meeting process was delineated in which the group would consider presentations by the subcommittee chairpersons, review the model and refine issues, take action regarding the proposed Conceptual Model, review barriers/solutions and set priorities, review recommendations, and identify any other issues important to the work of the group.

Subsequent reports addressed the work of each subcommittee.

- Definitions/Key Concepts—Karen Wesley
- Barriers—Joanne Hutchinson
- Programs and Funding—Rochelle Kenyon
- Outcomes, Outputs, and Performance Standards—Gerald Frisby

Rochelle Kenyon and Gerald Frisby provided an in-depth review of the Programs and Funding Conceptual Model, including each of the four areas: Competitive Employment, Supported Employment, Sheltered Work (terminology changed to Transitional Work Experience during the meeting), and Adult Day Programs. Each area was considered in terms of eligible students, purpose/outcome, program/curriculum, performance criteria, and funding source(s). (See the following Powerpoint script and Conceptual Model Chart.)

Topical Working Groups

The Task Force then worked in small topical groups to refine issues related to the Programs and Funding Conceptual Model and reported out (note: report details are available in meeting transcript; consensus outcomes were incorporated into the model recommendations).

Working Group: Programs—Veronica Sehrt, Group Reporter

This group considered the following issues related to the Conceptual Model, including the following: a four year limit on funding for Sheltered Work (terminology changed to Transitional Work Experience), assuring that sheltered work activities match individual capabilities, the importance of consumer choice, the diversity of individuals served in adult day programs, assessment in programs for adults with disabilities, quality measures for activities of daily living, and accommodation of adults who have recently become disabled.

Working Group: Supports—Diane Steele, Group Reporter

This group considered issues including training supports for the employment community, collaboration with other agencies, inclusion of effective medication in accommodations, the needs of persons with mental illness, and retraining and support as issues throughout the Conceptual Model.

Working Group: Funding—Shan Goff, Group Reporter

This group reviewed the history of program funding for adults with disabilities; the need for program data to refine funding needs; unserved populations; commonalties with other programs as possible fund sources; coordination of funds and services across agencies (per Interagency Matrix being developed); the possibility of "tiers of services" for school districts; the need to increase funds in the Special Appropriations; means of enabling funds to follow individuals such as vouchers, or debit systems, possible pilot programs in rural and urban areas, similarities of funding to legislative proposals for prekindergarten programs; identification of agency roles and responsibilities at state and community levels; personnel training needs; the need to limit dollars for administrative costs and to look at efficiency; ADA and other requirements on both state and federal funds; issues related to equal access and to choice; transportation needs, costs, and resources; "one stop" service centers, funding issues specific to supported employment and adult day programs; and the need for neutral, rather than disability based, funding. Consensus was to retain Special Appropriations, administered by the Department of Education, and to consider the expected outcomes in the use of Workforce Development Funds, with the establishment of specific funding streams.

Working Group: Data—Rod Nedeau, Group Reporter

This group considered the need to modify data elements per the model; the need for a forecasting process utilizing data from various sources; better ways to identify target populations; the need to collect data from AIEPs to identify needs compatible with other agencies and systems; the need for a case management data system designed to serve adults with disabilities. It also considered components needed in data collection to address barriers; unmet needs; cross-agency data collection, sharing, and collaboration; and data elements for retention by employers.

Adoption of the Model

Following discussion by the Task Force of all the small group reports, the Programs and Funding Conceptual Model (amended as appropriate to incorporate consensus outcomes from the small groups) was accepted by consensus. (Motion by Frisby, second by Farmer, passed with no objection.)

Announcement

Joan Glickman announced a meeting scheduled for November 20 with Senator Forman regarding possible legislation to meet the need for an agency focus on the needs of adults with disabilities.

The meeting was adjourned for the day.

Friday, November 13, 1998

Ron Scull, Chair, reconvened the meeting on Friday, November 13, and reviewed the legislative charge to the Task Force.

General Barrier and Solution

Following a carousel activity in which participants had the opportunity to prioritize identified barriers, consider the implications of these, and propose solutions, the group came to consensus on the following barrier/solution statement:

There is a lack of coordination across systems, communities, and agencies regarding transportation, supports and services, funding, public awareness and program information, and the sharing/coordination of data.

The Task Force members proposed the following solution:

Establish an ongoing structure/process, including stakeholders to ensure an effective coordinated system for the education, training, employment, and retention of adults with disabilities.

The Task Force proposed some additional solutions to the barriers identified by the Barriers and Solutions Subcommittee. These additional solutions, listed in Appendix J, will be given further consideration pursuant to the structure/process above.

Unity Statement

The group also came to consensus on a unity statement to be included in the final report (see Preface).

Adoption of Draft Task Force Report

The Task Force adopted by consensus the draft report with revisions to the Programs and Funding Conceptual Model as revised during the meeting. The Task Force made suggestions for the organization of the final Task Force report.

Next Steps and Adjournment

Mr. Scull provided Task Force members with a timeline for distribution of the draft final report and a process for providing input. Mr. Scull recognized the efforts of key staff, including especially Michele Polland and Janet Adams, who had responsibility for coordinating all meetings as well as producing the outcome documents. He then commended the group for its outstanding work and accomplishments in meeting its legislative charge, and adjourned the Task Force.

Employment Task Force for Adults with Disabilities

Employment Task Force for Adults with Disabilities

November 12-13, 1998

1

Legislative Charge - CS/CS/SB 1124, 2048,& 1120

The task force shall

- review current programs that provide for education for adults with disabilities and identify those that are appropriately funded by the Workforce Development Education Fund or the Special Appropriations

2

Legislative Charge (cont.)

- define conditions of the programs or the students that make dual funding appropriate, if programs are appropriately funded from both sources
- identify and classify programs and report the number of adults with disabilities enrolled in other WFD education programs during 1997-98 and 1998-99

3

Legislative Charge (cont.)

- review the expenditure of funds by districts and community colleges -- including the identification of programs in which funds are used with maximum efficiency and an analysis of the characteristics of effective and efficient funding models

4

Legislative Charge (cont.)

- identify and recommend remedies for conditions that could preclude participation of people who are capable of working toward competitive employment

5

Legislative Charge (cont.)

- submit a report to the Commissioner of Education by December 1, 1998 which may include recommendations for changes in policy, rule, or law to increase the effectiveness of programs that enroll adults with disabilities

6

Employment Task Force for Adults with Disabilities

Meeting Outcomes

- Review
  - →key concepts
  - →conceptual model
  - →barriers and solutions
  - →identify other recommendations
- Reach consensus

History--SB 1688 (1997)

- Called for the implementation of a single, unified delivery system for postsecondary Workforce Development Education
- Moved funds for postsecondary vocational and adult education from school district FEFP and community college CCPF to Workforce Development Fund

History--SB 1688 (cont.)

- Established funding system based on performance--completion, placement, retention
- Advocates expressed concerns regarding impact of legislation on certain programs for adults with disabilities

History--SB 1124 (1998)

- Called for the full implementation of the Workforce Development Education system
- Addressed issues concerning certain programs for adults with disabilities
  - →created Employment Task Force for Adults with Disabilities
  - →moved approximately $22 million from Workforce Development fund to a Special Appropriation fund

Process Update

September 15, 1998 - Task Force Meeting

- Provided background, reviewed purpose and developed a way-of-work
- Four subcommittees were defined
  - →Programs and Funding
  - →Definitions
  - →Outcomes, Outputs, and Performance Measures
  - →Barriers

Process (cont.)

Survey sent to school districts and community colleges requesting data

- 54 school districts and 3 community colleges responded
- Data provided "snapshot" of types of programs, student outcomes, funding utilized, students served, sites utilized, and unmet needs

Employment Task Force for Adults with Disabilities

Process (cont.)

October 20-23, 1998 - Subcommittee meetings

- Used working assumptions
- Reviewed survey results
- Overlapping schedule maximized communication among subcommittees
- Submitted reports with summary information and recommendations

13

Working Assumptions for Subcommittees

- Not able to answer **ALL** of the questions
- If the Task Force cannot reach consensus, all perspectives will be represented in the report
- Existing federal/state definitions will form the foundations for any proposed definitions

14

Working Assumptions for Subcommittees (cont.)

- Looking at a full-range of options for adults with disabilities with opportunities for
  - ➔informed choice within these options
  - ➔supports as needed
  - ➔minimizing disincentives to employment

15

Working Assumptions for Subcommittees (cont.)

- Task force members are to consider the needs of the full-range of persons with disabilities including persons
  - ➔with the most significant disabilities
  - ➔who may not have been served previously
- Task Force may recommend "Next Steps"

16

Task Force Meeting Process November 12-13, 1998

- Consider presentations by subcommittee chairpersons
- Review model and refine issues
- Task Force members to "take action"-- agree or disagree with conceptual model
- Review barriers/solutions & set priorities
- Review recommendations
- Identify other issues

17

T.F. Meeting Structure

Rules for

- Task Force Action
- Debate and Comments
- Identification of Next Steps

18

Employment Task Force for Adults with Disabilities

T. F. Meeting Structure

Task Force Action

- Upon presentation of subcommittees' report and refinements, as necessary, the Task Force will adopt the report by general or unanimous consent
- Only Task Force members will make motions, amendments, and vote on issues

19

Meeting Structure (cont.)

Debate and Comments

- Subcommittees' report presented
- Task Force members may speak from their seats, as recognized
- All other persons must be recognized and utilize the podium
- Comments will be time-limited

Identification of Next Steps

20

Competitive Employment **Supported Employment**

Overview of Conceptual Model

Sheltered Work **Adult Day Program**

21

Competitive Employment

- Outcome: Part or full time employment at or above minimum wage, may include benefits
- Programs: Vocational Education & Adult General Education
- Performance:
  - →completion of OCPs & LCPs
  - →placement
  - →retention

22

Competitive Employment (cont.)

Funding Recommendations:

- Workforce Development funding with incentives
- Special Appropriations funding for accommodations
- Additional funding in the Transportation Disadvantaged Trust Fund

23

Supported Employment

- Outcome: competitive employment in community, at or above minimum wage, full or part time, with ongoing support because of intensity of disability
- Program: Supported Employment-- A "place--train" process
- Performance: completion of individual goals, placement in supported employment

24

Supported Employment (cont.)

Funding Recommendations

- Workforce Development funding and Special Appropriations funding
- Either Workforce Development or Special Appropriations funding for Phase I
- Special Appropriations or other agency (non-DOE) funding for Phase II

25

Sheltered Work

- Outcome: Skill acquisition & skill development in congregate training facility either on or off site; paid wage commensurate with Fair Labor Standards Act (less than minimum wage)
- Program: Sheltered Work (new)
- Performance: completion of individual goals

26

Sheltered Work (cont.)

- Funding Recommendations
  - → Special Appropriations funding for individuals for up to four years
  - → Long Term Programs (exceeding 4 years) funded through other source rather than Special Appropriations

27

Adult Day Program

- Outcome: Enhance and expand functional & survival skills in the areas of daily living, communication & self-care to meet individual's ongoing needs
- Program: Adult Day Program (new course)
- Performance: completion of individual goals

28

Adult Day Program (cont.)

- Funding Recommendations
  - → Special Appropriations funding or funding from other agencies (non-DOE)
  - → develop collaborative, coordinated funding partnerships

29

Accommodations for Four Areas (Examples)

- Extra time in program
- Interpreters
- Transportation
- Notetakers and tutors
- Accessible format
- Adaptive equipment
- Personal assistants

30

Employment Task Force for Adults with Disabilities

Key Concepts/Definitions

Definitions Subcommittee

- Reviewed existing definitions and proposed
  - →accepting existing definition
  - →deleting language within existing definition
  - →adding language to existing definition
- Recommended key concepts for other terms as needed

31

Barriers

- Four Task Force Subcommittees identified barriers to employment for individuals with disabilities
- Barriers Subcommittee reviewed barriers and proposed solutions
- Participants will prioritize barriers and proposed additional solutions

32

Barriers (cont.)

- T F recommendations will guide decision-making over the next few years
  - →some suggestions can be implemented in near future
  - →other suggestions will require shifts in policy and infrastructure for resolution

33

CONCEPTUAL MODEL COMPONENTS

THE MODEL--AN INDEPTH LOOK

34

Competitive Employment--Outcome

Part or full time employment at or above minimum wage, may include benefits

35

Competitive Employment--Programs

- Vocational Education--certificate, diploma, degree
- GED
- Adult Basic Education
- ESOL
- Workplace Readiness Skills/LEP
- Workplace Readiness Skills/ABE
- Workplace Readiness Skills/VPI

36

Competitive Employment--Programs (cont.)

- Adult High School
- Vocational Education for Students with Disabilities
- Adult General Education for Students with Disabilities (existing course to be refined)

Competitive Employment--Performance

- Completion of OCPs for Vocational Education
- Completion of LCPs for Adult General Education
- Placement and retention as defined in Workforce Development System

Competitive Employment--Performance (cont.)

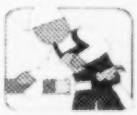
- Vocational Education for Students with Disabilities--completion of individual goals, placement, guidelines to be developed further
- Adult General Education--guidelines to be developed

Competitive Employment--Funding Recommendations

- Workforce Development Education Fund with incentive funding for programs for adults with disabilities at a value commensurate with services rendered
- Special Appropriations funding for needed accommodations

Supported Employment--Outcome

Outcome: competitive employment in community, at or above minimum wage, full or part time, with ongoing support because of intensity of disability



Supported Employment--Program

- A "place--train" process
- New Adult Supported Employment course to be developed to address Phase I (training) and Phase II (follow-along)

Employment Task Force for Adults with Disabilities

Supported Employment--Performance

- Placement in supported competitive employment (Phase I)
- Completion of individual goals
- Functional completion points
- Provision of follow-along services (Phase II)
- Retention of job--retraining if needed

43

Supported Employment--Funding Recommendations

- Continue Workforce Development funding and Special Appropriations funding
- Allow LEAs to use Special Appropriations, Workforce Development funding, or both for Phase I
- Allow Special Appropriations funding or funding from other agencies (non-DOE) for Phase II follow-along

44

Sheltered Work--Outcome

Skill acquisition & skill development in congregate training facility either on or off site. paid wage commensurate with Fair Labor Standards Act

45

Sheltered Work--Program

- Workplace Readiness Skills/Sheltered Work--new course to be developed
- Long Term Sheltered Work--new course to be developed

46

Sheltered Work--Performance

- Completion of individual goals
- Functional completion points
- Movement to competitive or supported employment or adult day program

47

Sheltered Work--Funding Recommendations

- Continue providing Special Appropriations for Workforce Readiness/Sheltered Work
- Provide Special Appropriations funding for individuals not to exceed four years
- Long Term Sheltered Work (exceeding four years) should not be funded through Workforce Development or Special Appropriations funding, other funding sources should be used

48

Adult Day Program--Outcome

Enhance and expand functional and survival skills in the areas of daily living, communication, and self-care to meet the individual's ongoing needs

Adult Day Program

- Adult Day Program--new course to be developed
- An ongoing, non-workforce program
- Individualized for students with the most significant disabilities

Adult Day Program--Performance

- Based on individual goals
- Maintain individual's optimal level of functioning
- Movement to higher level program

Adult Day Program--Funding Recommendations

- Continue Special Appropriations funding or provide funding for other agencies (non-DOE) to support this program
- Develop collaborative, coordinated funding partnerships (consider responsibilities of other agencies)

Funding Recommendation for Transportation

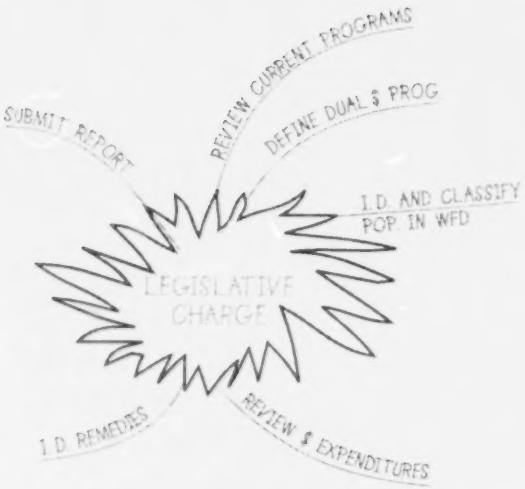
- Support additional funding for the Transportation Disadvantaged Trust Fund for the purpose of providing and coordinating transportation for eligible students with disabilities as defined in this report
- Applies to all areas of the model

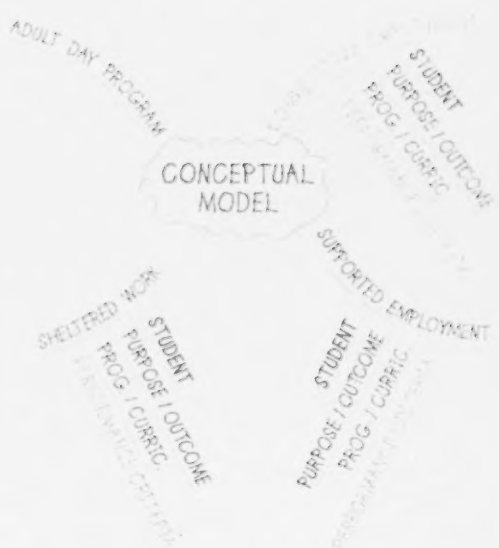
Issues to Refine

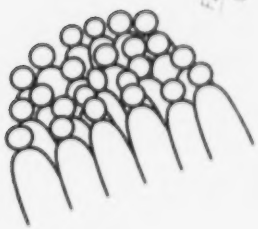
- Definition of "adult with disability"
- Transitional Work/Sheltered Work
- Other

NOV. 12, 1998
MORNING

EMPLOYMENT TASK FORCE FOR ADULTS WITH DISABILITIES




ADULT DAY PROGRAM
CONCEPTUAL MODEL
STUDENT PURPOSE / OUTCOME PROG / CURRIC
SUPPORTED EMPLOYMENT
SHELTERED WORK
STUDENT PURPOSE / OUTCOME PROG / CURRIC
STUDENT PURPOSE / OUTCOME PROG / CURRIC



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NOV. 12, 1998
MORNING

EMPLOYMENT TASK FORCE FOR ADULTS WITH DISABILITIES

NO ONE MODEL WORKS FOR EVERYONE

CONCEPTS

KEEP CONSUMER CHOICE AT EVERY LEVEL

TRANSPORTATION
TRANSPORTATION
TRANSPORTATION

WHERE DO PEOPLE GO WHO BECOME BLIND IN ADULTHOOD? COMP EMPLOY

BARRIERS & SOLUTIONS

NEED SUSTAINED COMMITMENT

LOOK

DEFINITIONS

SUPPORTED EMPLOYMENT
SOCIAL SKILLS TRAINING
CURRENT FUNDING VERY CATEGORICAL
MULTIPLE FUNDING SOURCES NEEDED
RETRAINING ISSUES
ADULT DAY PROGRAM W & E PROGRAM

COMMENTS

MENTAL HEALTH ISSUES
ENVIRONMENTAL CONCERNS
INCLUDE MULT POPS
COMPETITIVE EMPLOYMENT

$$$$ FUNDING

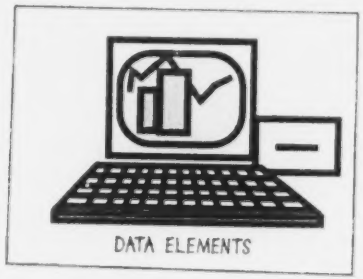
COMPETITIVE EMPLOYMENT
MUST BE BUILT-IN LINKS
SUPPORTED EMPLOYMENT

IEP
IPE
AIEP

PLACE TRAIN PROGRAM

CONSOLIDATE FUNDING

STIMULATE



ACTIONS

- ADD TO DEFINITIONS
- COLLECT INFO
- DISSEMINATE INFO
- PERSONAL & PROGRAM OUTCOMES
- CONSUMER SATISFACTION DATA

PERFORMANCE MEASURES

COMMENTS

DEFINITIONS NEEDING WORK

WHAT WORD FOR STEP BACK?

RETRAIN
READJUST
SAFETY NET
RECYCLE

COMMENTS & QUESTIONS

SUPPORTS

FUNDING $ $ $ $

DOE RESPONSE TO SPECIFIC ISSUES

DATA NEEDED

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NOV. 12, 1998 EMPLOYMENT TASK FORCE FOR ADULTS WITH DISABILITIES

AFTERNOON

CONCEPTUAL FRAMEWORK

OVERVIEW

4 AREAS

SPECIFIC

L R MINDS AT WORK!

MODEL IS ACCEPTED!

OTHER FUNDING SOURCES
- COST SHARE
- NETWORK
- COMPIMENTARY
- KEEP $ IN DOE
- SPECIAL APPROPRIATION PHASE II

PARTIAL FUNDING
- AGENCY SERVICES MATRIX
- WHO IS NOT BEING FUNDED?
- COMMONALITIES
- PRIORITIZE
- LOOK

TRANSPORTATION
- VOUCHER
- DEBIT SYSTEM
- MODIFY FUNDING MODEL
- ONE STOP SHOP
- BRING CONTROL CLOSER
- INDIVIDUAL PLANS
- LOOK AT EFFICIENCY
- MATCH S.S.

MONEY FOLLOWS INDIVIDUAL

QUESTIONS ?
- PEOPLE OR SERVICES?
- NEED TO CLARIFY

PROGRAMS

ASSESSMENT ?
- FROM BIRTH VS AFTER BIRTH
- PEOPLE ENTER AT VARYING POINTS

CONSUMER CHOICE
- PUT "CHOICE" BEFORE NEED

YES!

COMMENTS
- DEFINE ADAPTIVE EQUIPMENT
- 4 YEARS - CONTINUAL/TOTAL WAGES MODEL + TOTAL
- ASSESSMENTS WFD? TOO NARROW

SUPPORTS

LET PERSON HAVE CHOICE

NEEDS OF PERSONS WITH MENTAL ILLNESS

COLLABORATE

ASSERTIVE COMMUNITY

FOR ALL TREATMENT CONDITIONS

EFFECTIVE MEDS

"MENTION" IT

MEDS TRAINING

TRANSPORTATION

LINK TRANSPORTATION WITH EMPLOYERS

WHAT COMPONENTS ARE NEEDED TO I.D. BARRIERS?

DATA

YES WE CAN

WFD CAN'T DO IT

DOE COLLABORATES WELL

ASSISTIVE TECH

EMPLOYER BUY-IN

STATE-LEVEL AGENCY NEEDED

BRING STAKHOLDERS AND CONSUMERS TOGETHER

COMMENTS

FRIDAY 11/9 MEETING - 208 - DISCUSS REORG OF CFY

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APPENDIX I
SURVEY INSTRUMENT AND DATA

Appendix I includes the survey instrument, *Outcomes for Adults with Disabilities: Estimates for 1998-99*, directions, and reported data (in both raw and summary form). This survey was disseminated to school districts and community colleges in October 1998. The purpose of the survey was to compile preliminary information about Competitive Employment, Supported Employment, Sheltered Work (referred to in the report as Transitional Work Experience), and Adult Day Training (referred to in the report as Adult Day Programs). Information was collected about numbers of students, funding sources, sites, and unmet needs. Please be aware that this is a preliminary data gathering and analysis effort and that the Task Force recommended that additional information be compiled. ***Caution must be used in drawing final conclusions based on this preliminary data***.

Survey Results

Fifty-four school districts and three community colleges completed surveys. Based on reported data:

- Although almost half the adults with disabilities who are enrolled in educational programs (48%, or 6,212 of 13,024) are in adult day training, only 34% of the funding is spent on programs with this type of outcome. Also of note, of the 57 school districts and community colleges that returned completed surveys, 40 offered educational programs with adult day training outcomes for adults with disabilities.

- On average, educational programs with supported employment or sheltered workshop outcomes spend the most per student ($3,076 and $3,016, respectively). The amount spent on these program varies greatly from district to district. For example, in educational programs for adults with sheltered workshop outcomes, the average dollar amount spent per student ranges from $615 to $6,450.

- For educational program for adults with disabilities with:

    1. Competitive Employment outcomes—23 of the 35 school districts and community colleges that offer such programs use school district facilities.

    2. Supported Employment outcomes—17 of the 27 school districts and community colleges that offer such programs use work sites in the community. Fourteen of 27 use community-based organizations.

    3. Sheltered Work outcomes—23 of 29 school districts and community colleges that offer such programs use community-based organizations.

4. Adult Day Training outcomes—25 of the 40 school districts and community colleges that offer such programs use community-based organizations. Twelve of 40 use school district facilities, and 10 of 40 use residential facilities.

- Based on the survey results, there are, at a minimum, 1,009 adults with disabilities waiting to enroll in various educational programs. Approximately 45% of these adults are waiting to get into educational programs with Supported Employment outcomes.

The survey instrument and raw data follow.

Employment Task Force For Adults With Disabilities

Purpose: The Employment Task Forced for Adults With Disabilities has been charged by the 1998 Legislature with reviewing the expenditure of funds for educational programs for adults with disabilities and making recommendations to the Commissioner of Education. Please fill out the attached survey as completely as possible and FAX to Janet Adams at (850) 487-1735 **before Wednesday, October 14**

Instructions for completing the survey are shown below. For assistance in completing the survey please contact Ron Scull at (850) 487-4909 (e-mail: scullr@mail.doe.state.fl.us or SUNCOM 277-4909) or Janet Adams at (850) 487-3164 (e-mail: adamsj@mail.doe.state.fl.us or SUNCOM 277-3164).

Note: All estimates should be based on the current school year (1998-99).

The attached one page survey looks at information for educational programs for adults with disabilities by the type of expected outcome. For the purposes of this survey, the types of expected outcomes (shown on the survey as "Primary Outcomes") are defined as follows:

Competitive employment outcomes include programs and courses that lead to competitive employment, such as vocational job preparatory, GED, Adult Basic Education, and Adult High School.

Supported employment outcomes include activities for individuals with significant disabilities that lead to competitive employment in integrated settings in the community at or above minimum wage and who, because of the severity of their disabilities, need intensive ongoing supports.

Sheltered workshop outcomes include activities that occur in a congregate training/work site for job skill acquisition and maintenance.

Adult day training outcomes include activities designed to develop and maintain an individual's social, daily living, and functional academic skills.

Through the attached survey, we are asking for information on the number of adult students with disabilities enrolle in educational programs, funding sources for these programs, the type of sites where such programs are offered, an the unmet demand for educational programs for adult students with disabilities.

Number of Students: For each primary outcome listed in the survey, estimate the number of adult students with disabilities who are enrolled in programs funded through **Workforce Development (152B)** and through **Special Appropriation for Disabled Adults (119A)**. Some programs may receive funds from both 152B and 119A. The number of adult students with disabilities enrolled in these programs should be shown **"Combination of Both Sources." Of note, it is important to count each student only once on the survey.**

Funding Source: For each primary outcome listed in the survey, estimate the amount of money received from **Workforce Development (152B)** and **Special Appropriation for Disabled Adults (119A)** funds. Also estimate the combined amount of money received from all sources other than 152B and 119A. Of note, do not include in-kind contributions.

Site: At the bottom of the attached survey, there is a list of **"Types of Sites"** where educational programs for adult students for disabilities might be offered. For each primary outcome listed in the survey, write in the code (identify all that apply) for each type of site where such educational programs for adult students with disabilities are provided.

Unmet Need: For each primary outcome listed in the survey, if there is a waiting list for adult students with disabilities interested in enrolling in the programs currently being provided, please write in an estimate of the number waiting to enroll. If there is not a waiting list for such programs, write in "0".

Outcomes for Adults with Disabilities

Estimates for 1998-99

FAX

TO:	**Janet Adams**
FAX #:	**(850) 487-1735**

LEA _____

Contact Name/Title _____

Address _____

Phone _____

FAX _____

Primary Outcomes	Number of Students			Funding Source			Site	Unmet Need
	Workforce Development (152B)	Special Appropriation (119A)	Combination of Both Sources	Workforce Development (152B)	Special Appropriation (119A)	Combination of Both Sources	Type of Sites	Number on Waiting List
Competitive Employment	_____	_____	_____	$_____	$_____	$_____		_____
Supported Employment	_____	_____	_____	$_____	$_____	$_____		_____
Sheltered Workshop	_____	_____	_____	$_____	$_____	$_____		_____
Adult Day Training	_____	_____	_____	$_____	$_____	$_____		_____

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Key for "Type of Sites"

1. School District Facility
2. Community College
3. Work Site in the Community
4. Community-Based Organization (sheltered workshop or adult day training facility)
5. Residential Facility (ICFDD, nursing home, state hospital/facility)
6. Correctional Facility
7. Other

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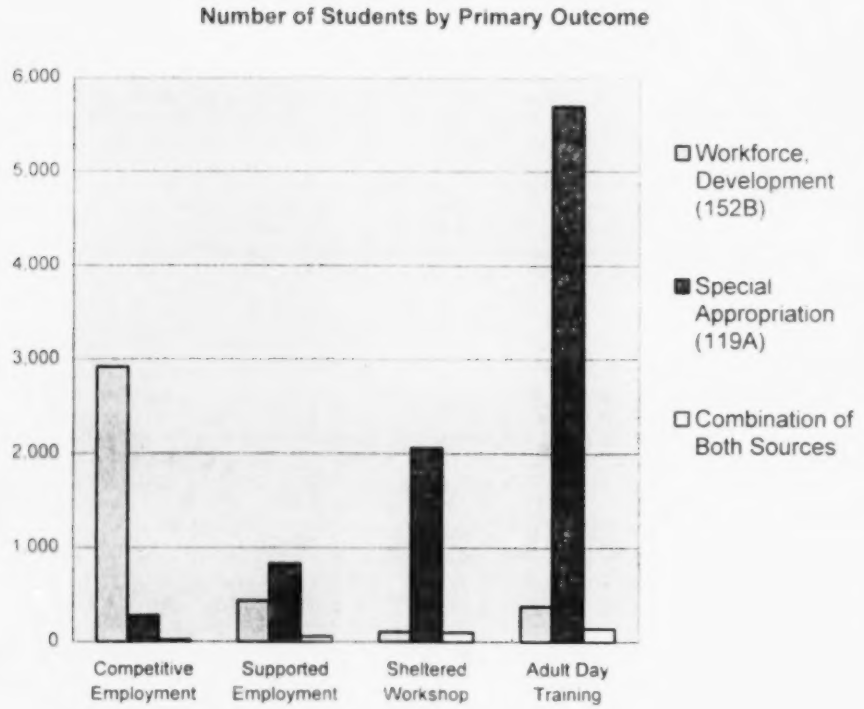
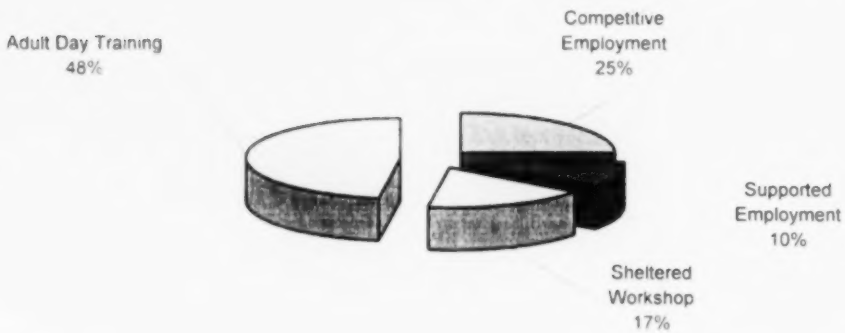
Outcomes for Adults with Disabilities

Summary of October 1998 Survey Results

Number of Students



Percentage of Students by Primary Outcome



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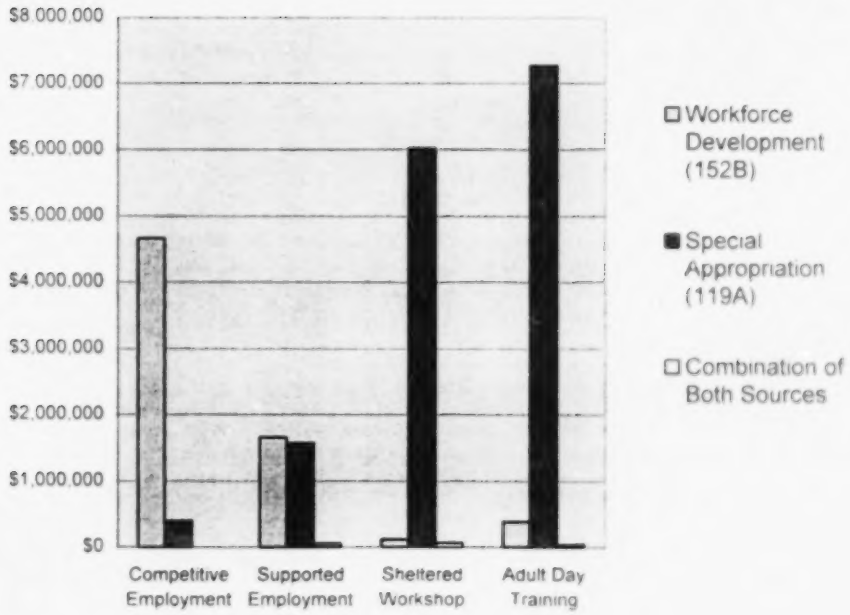
Outcomes for Adults with Disabilities

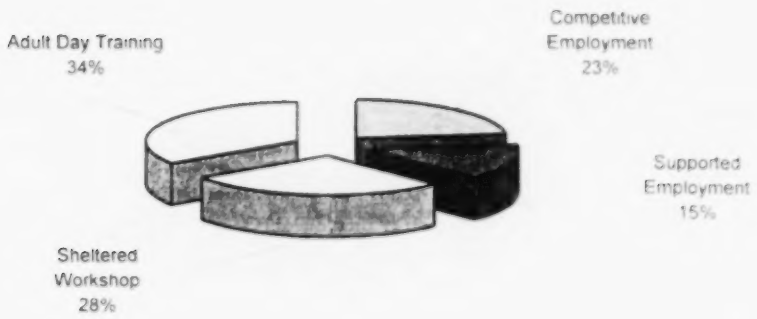
Summary of October 1998 Survey Results

Funding Sources

Funding by Primary Outcome



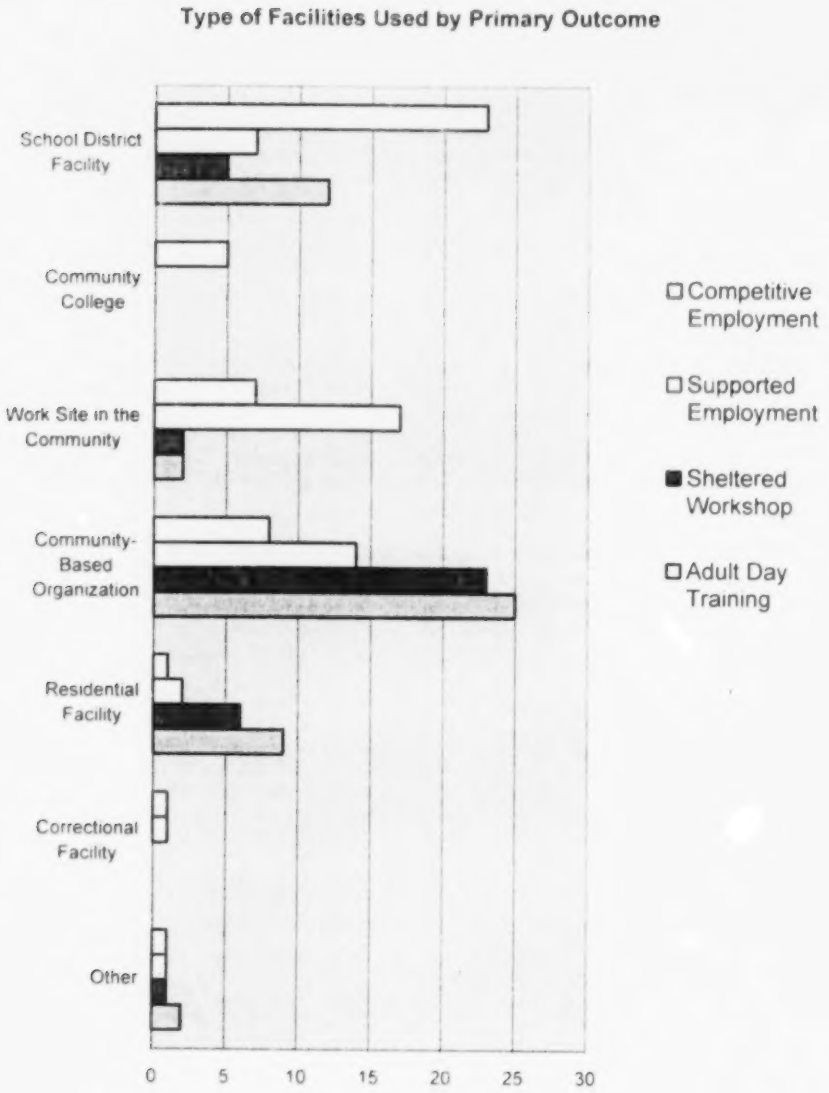
Percentage of Funding by Primary Outcome



Outcomes for Adults with Disabilities

Summary of October 1998 Survey Results

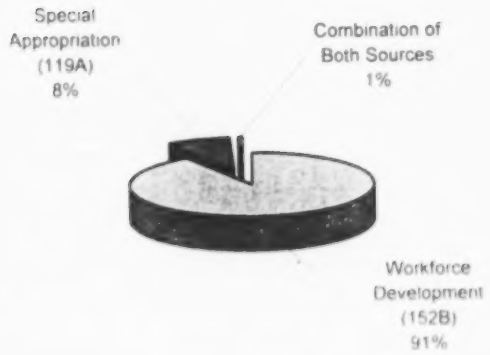
Types of Facilities Used



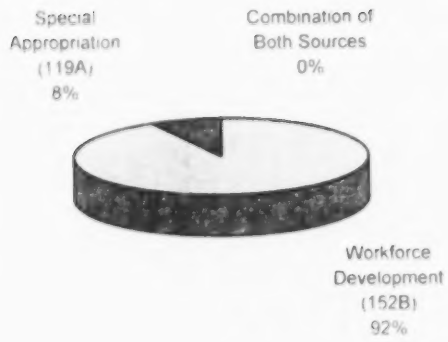
Outcomes for Adults with Disabilities

Competitive Employment

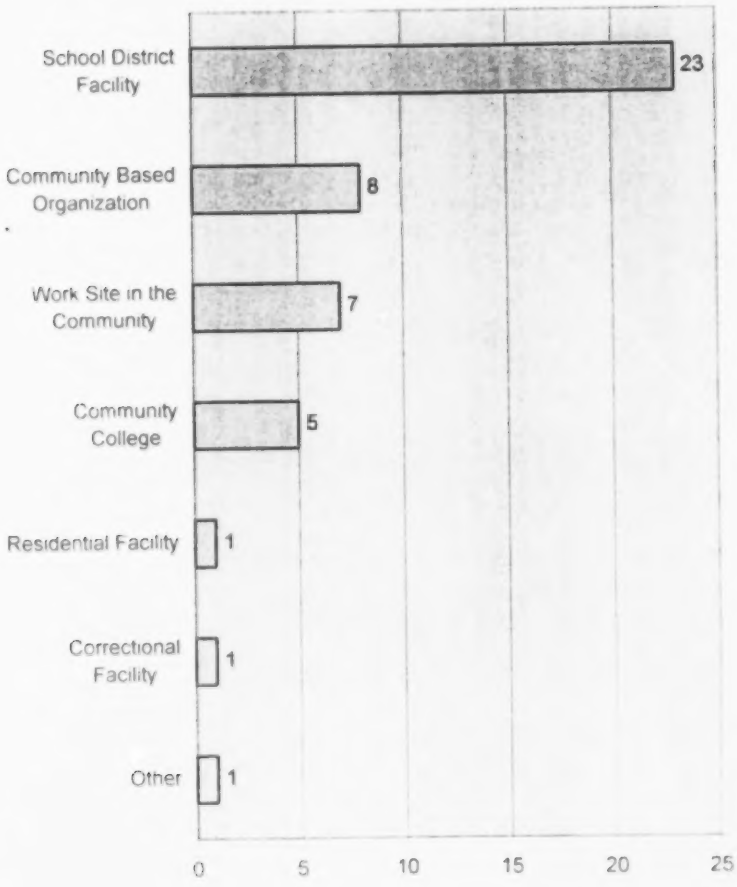
Number of Students



Funding



Types of Facilities Used



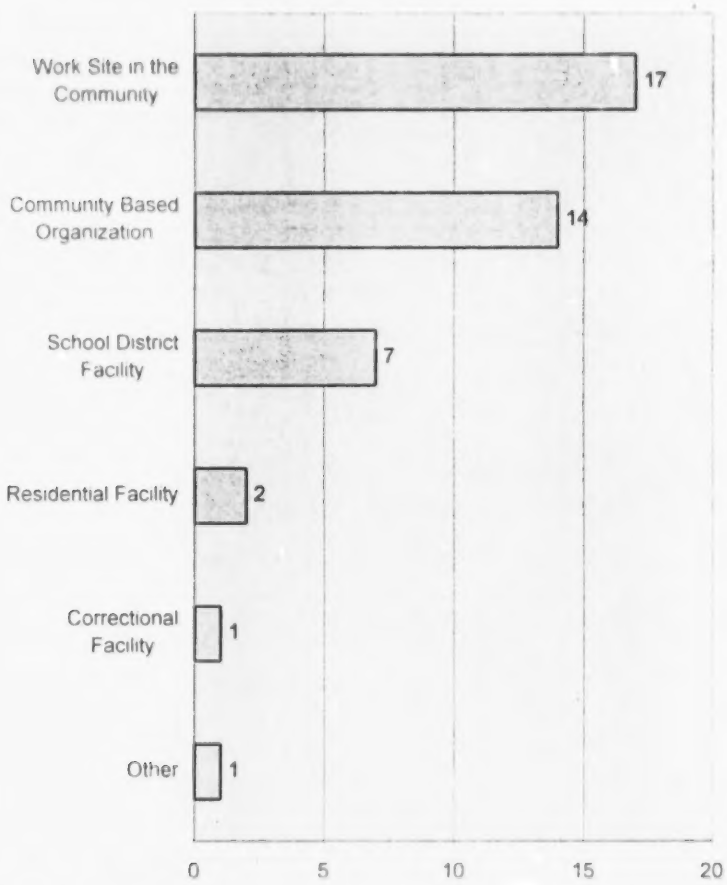
Outcomes for Adults with Disabilities

Supported Employment

Number of Students

Funding

Types of Facilities Used



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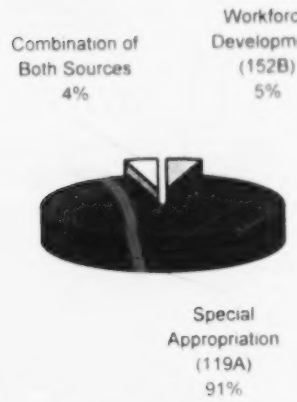
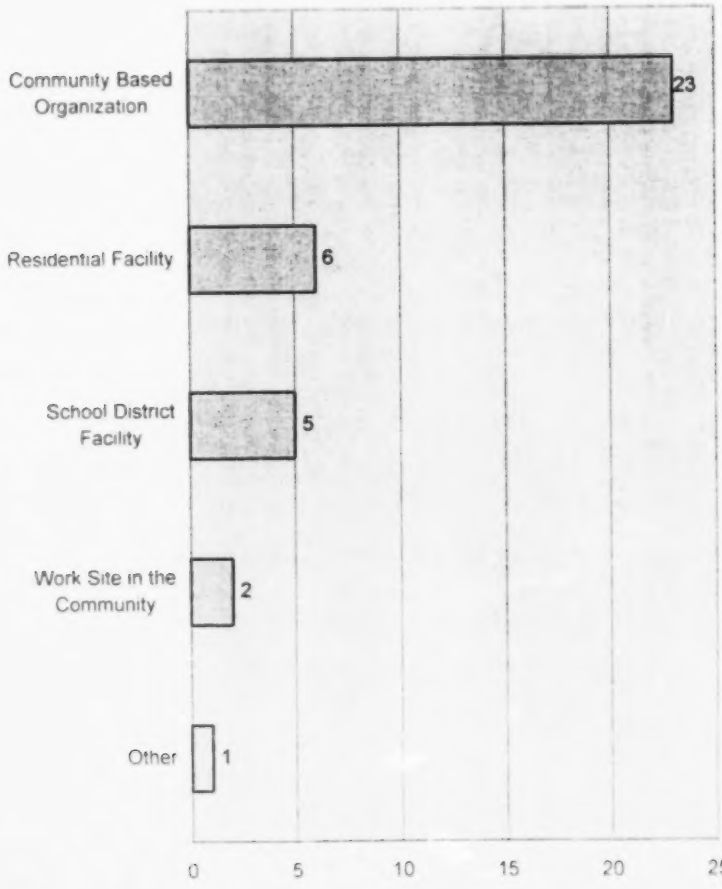
Outcomes for Adults with Disabilities

Sheltered Workshop

Number of Students



Types of Facilities Used

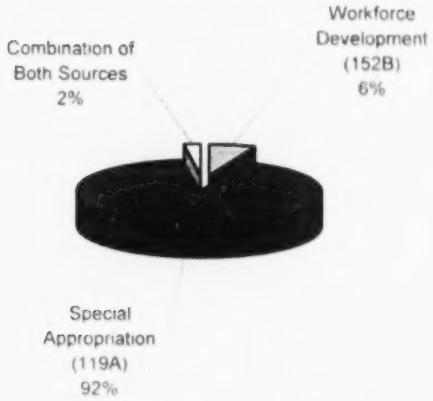


Funding

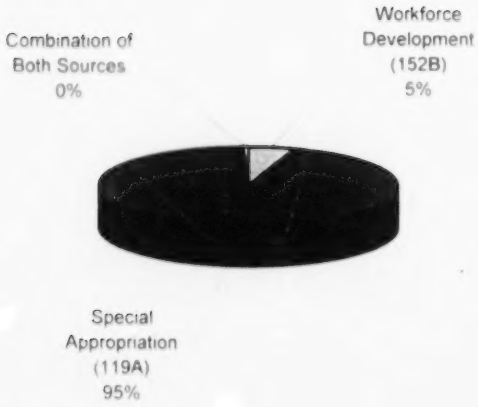
Outcomes for Adults with Disabilities

Adult Day Training

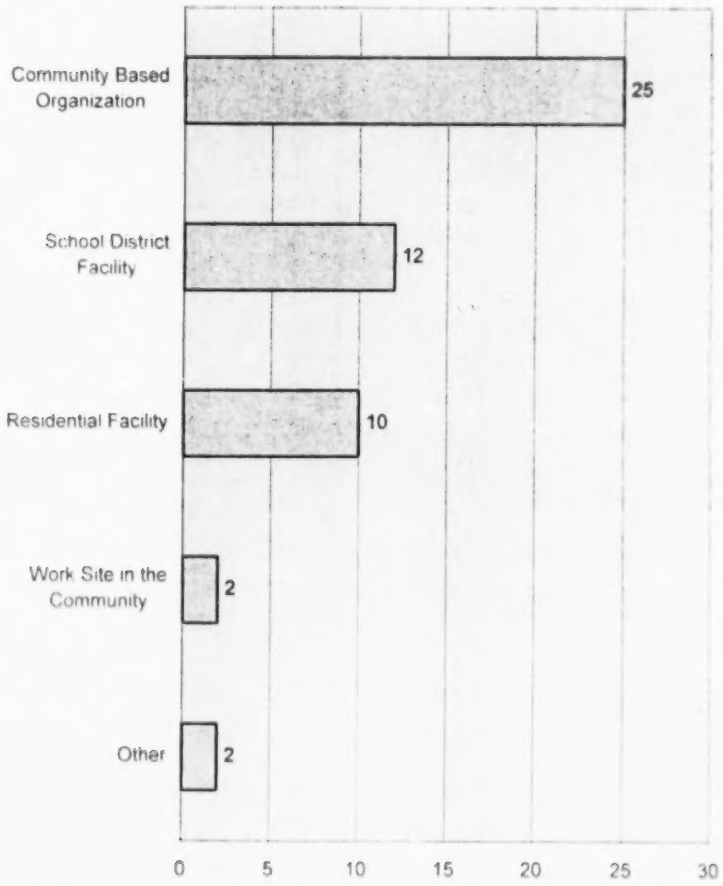
Number of Students



Funding



Types of Facilities Used



APPENDIX J
ADDITIONAL SOLUTIONS PROPOSED BY TASK FORCE

The Task Force reviewed the barriers and solutions proposed by the Barriers and Solutions Subcommittee. Some participants at the Task Force meeting on November 12-13, 1998 proposed the following additional solutions.

Barrier: lack of information about Programs to Achieve Self-Sufficiency and other SSA incentives to work—lack of knowledge of Social Security work incentives

Proposed Additional Solution

- To ensure accurate and available information, mandate and fund with seed money a county-by-county information and services electronic directory (if not begun at state level, nothing new will happen).

Barrier: FEFP Florida Education and Training Placement Information Program does not "capture" individuals working in all jobs (e.g., "mom and pop" business).

Proposed Additional Solutions

- Revise the FETPIP system so it ~~does provide more follow-up data~~ *accepts alternate data.*
- Not a barrier at all. "Mom and pop" businesses are captured. Self-employed persons are not. Local data is allowed and will be allowed into the future data is "coordinated" with other agencies.

Barrier: If adequate funding is not provided, essential support services will not be available; Lack of support from businesses to hire people above entry level.

Proposed Additional Solution

- Time limits for completion with reductions in payment (FTE) is not appropriate for this population.

Barrier: Data collection is a major challenge.

- Change "collection" to "coordination."

Proposed Additional Solution

- What is needed is a case management system designed for this purpose.

Barrier: Some adults with disabilities are unable to earn credentials such as a regular high school diploma, GED, etc. (The lack of a regular diploma prevents them from accessing further education or advancing in work/careers).

Proposed Additional Solution

- Promote the use of accommodations to increase the number of adults with disabilities earning credentials such a standard high school diploma or a GED, but also provide options such as an adult special diploma for students who may choose and need this option.

Barrier: How do we measure outputs and outcomes for programs that do not have an exit —how do we measure success if person does not exit program?

Proposed Additional Solution

- Time limits coupled with funding "incentives" for completion are NOT appropriate for this population.

Barrier: Inadequate skills assessment and transition services lead to high failure rate in employment.

Proposed Additional Solution

- Provide Independent Living Skills Education.

Barrier: Academic criteria for apprenticeships programs are preventing some adults with disabilities from qualifying for programs.

Proposed Additional Solution

- Consider a type of job placement agency model to market and place individuals with disabilities. Chambers of Commerce should be involved.

Barrier: Lack of affordable, quality child care.

Proposed Additional Solution

- Pair up individuals *with and without disabilities* and provide training so they can provide child care services.

Barrier: Adults who are newly disabled lack opportunities for training in independent living skills.

Proposed Additional Solutions

- Work closely with Centers of Independent Living to identify and address specific needs of individuals with disabilities.
- Provide incentives for Centers for Independent Living to integrate/coordinate with other agencies and *monitor this coordination.*

Barrier: Agencies and others are not addressing employment for people with the most severe disabilities.

Proposed Additional Solution

- Use collaborative model and implement incentives such as school districts providing free staff training (including training for other agencies), points, or pay for staff.

Barrier: Lack of effective monitoring.

Proposed Additional Solution

- Provide a system of sharing data across agencies.

Florida Department of Education

Affirmative action/equal opportunity employer

Tom Gallagher, Commissioner

DD 033

EXECUTIVE SUMMARY

Education Programs for Adults with Disabilities

Employment Task Force for Adults with Disabilities:

REPORT TO THE COMMISSIONER OF EDUCATION

Stories from individual cases, included with the recommendations on the pages which follow, serve to illustrate the diversity of Florida's adults with disabilities.

State of Florida
Department of Education

December 1998

Introduction

Florida's Workforce Development legislation, designed to improve the employability skills of the state's workforce, emphasizes accountability and performance outcomes, including competitive employment, for postsecondary vocational and adult education programs. This report addresses legislative concerns that such programs continue to appropriately serve Florida's adults with disabilities, preparing them for a variety of outcomes consistent with their abilities, interests, and needs. It includes recommendations of the Employment Task Force for Adults with Disabilities, established by s. 239.5144, F.S., to review workforce development and other education programs for adults with disabilities, classify programs and report the numbers enrolled, review the expenditure of funds, identify appropriate funding sources and methods, consider barriers to competitive employment, and make recommendations to increase the effectiveness of programs. *(See back cover for a list of stakeholders involved in the Task Force.)*

Florida's Adults with Disabilities

- Are a complex, diverse population of individuals who are born with disabilities, or become disabled at any time in their lives, and who have widely varying abilities, interests, and needs
- Have physical or mental impairments that substantially limit one or more major life activities, have a record of such impairment, or are regarded as having such an impairment
- Require modifications to the educational program, adaptive equipment/assistive technology, or specialized instructional methods and services
- May experience significant unemployment or underemployment.

Program Funding

Prior to 1998, there was a single allocation for Workforce Development, for job preparatory programs, supplemental programs, and adult education (including programs for adults with disabilities). The 1998 Legislature created the Special Appropriation fund for adults with disabilities by moving approximately $20 million from the Workforce Development Fund. This Special Appropriation funding is not performance-based. Individuals served with these funds are not required to achieve competitive employment. For adults with disabilities, there are two potential sources of funds for programs — Workforce Development (performance-based) and Special Appropriation (not performance-based).

Findings regarding Current Programs

- Adults with disabilities are served in school district and community college programs across the spectrum, with varying accommodations and performance outcomes — from competitive employment, supported employment, and sheltered work, to adult day training.
- Program areas are supported through both Workforce Development and Special Appropriation funding — although the latter funds are used more for program areas other than competitive employment.
- Educational programs for adults with disabilities are offered in school district and community college facilities, in work sites in the community, and through community-based organizations.

- The more extensive the needed program accommodations, adult individualized educational plans (AIEP) requirements, or ongoing retraining and job support, the more expensive the program.
- While current data systems do not provide a clear picture of the numbers of adults with disabilities being served in different programs, it is evident that there are significant waiting lists for existing services.
- There is a need for a continuum of services to ensure consumer choice and appropriate programs based on individual needs.
- The lack of resources, available programs, employment opportunities, job support, transportation, child care, and other needed services imposes barriers to appropriate education programs for adults with disabilities.
- There is a need for improved coordination of programs, services, and resources for adults with disabilities across agencies.

Programs and Funding Conceptual Model

Task Force recommendations focus on the Programs and Funding Conceptual Model organized around the following areas:

Area I: Competitive Employment
Area II: Supported Employment
Area III: Transitional Work Experience
Area IV: Adult Day Program

Each area is addressed in the following pages, including definition/program outcome, programs, individual performance/outcomes, needed accomodations, and funding recommendations, as well as stories illustrating the benefits of each program for adults with disabilities.

This model has been endorsed by the majority of the Task Force, with some concern regarding recommended time limits on education funding without assurance of ongoing program support from other sources.

Programs and Funding Conceptual Model:

Competitive Employment

Definition/Program Outcome

"Work in the competitive labor market that is performed on a full-time or part-time basis and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled."

Programs[1] (see *Report* for related performance criteria/quality indicators and program objectives and outcomes):

- Vocational Certificate, Diploma, or Degrees
- General Educational Development (GED)
- Adult Basic Education (ABE)
- English as a Second Language (ESOL)
- Workplace Readiness Skills/Limited English Proficient; Adult Basic Education; Vocational Preparatory Instruction (VPI)
- Adult High School
- Vocational Education/Students with Disabilities
- Adult General Education for Adults with Disabilities

TAWANA

Tawanna is a student with a learning disability who graduated from high school in 1994. A multi-agency team representing the school district, the Division of Vocational Rehabilitation, and the community college's Student Services Program provided support, including career guidance/counseling, to assist Tawanna in overcoming insecurities and identifying a feasible goal.

Tawanna, a Gold Seal Scholarship recipient, decided to attend community college and enroll in the Police Academy; she also worked part-time. In May 1998, Tawanna graduated with an Associate in Science (A.S.) Degree in Criminal Justice and passed the Florida Department of Law Enforcement Certification Test. She is now employed by the county sheriff's office.

ROSA
Rosa, a student who is deaf, received counseling through the Division of Vocational Rehabilitation to help her identify her career goals. She earned her GED, receiving interpreter services throughout the instructional and testing process. Based on her strong computer skills/design interests, she will enter the Computer Assisted Drafting program at the vocational-technical center where she will continue to need interpreter services. Rosa hopes to work in an architectural firm some day.

CAMERON
Cameron graduated from a special day school in 1988, among the first high school students in Florida to benefit from supported employment, a "place-and-train" model. Cameron had severe speech impairment, had great difficulty staying on task, and exhibited inappropriate behaviors. Despite these challenges, while Cameron was still in school, his employment specialist found employment for him in a local restaurant in December 1987.

Cameron received collaborative job placement assistance from the local school district and the Division of Vocational Rehabilitation, and ongoing follow-along services from Developmental Services and the local Association of Retarded Citizens to maintain his job. Annual taxpayer savings from decreased Supplemental Security Income and this program as opposed to a more restrictive program average $11,000, with combined savings over his eleven years of employment potentially exceeding $100,000. Currently, Cameron is approaching his twelfth year on the job - phenomenal for an individual once thought to be unemployable.

Programs and Funding Conceptual Model:

Competitive Employment
CONTINUED

Individual Performance/Outcomes

- Completion of occupational or literacy completion points
- Passing official subtests of GED
- Continued education
- Job placement and/or retention

Needed Accommodations[2]

- Extra time in program
- Qualified interpreters
- Tutors
- Support personnel
- Specialized assessments
- Readers
- Notetakers
- Accessible format

Funding Recommendations[3]

- Continue the Workforce Development Education Fund with incentive funding for programs for adults with disabilities at a level commensurate with services rendered.
- Continue Special Appropriation funding for needed accommodations.
- Continue/expand school district, community college, and agency partnerships to ensure funding is provided to support needed accommodations for adults with disabilities.

Programs and Funding Conceptual Model:

Supported Employment

Definition/Program Outcome

"Competitive employment, at or above minimum wage, full or part time, with ongoing support for persons with significant disabilities for whom competitive employment has not traditionally occurred or is interrupted/intermittent as a result of their disability."

- A "place and train" model where training occurs on the job in the community, with follow-along services for the duration of the employment.
- Each participant has an individual training plan.
- Models include but are not limited to individual supported employment, enclave, entrepreneurial, and mobile work crews.

Programs[1] (see *Report* for related performance criteria/quality indicators and program objectives and outcomes):

- Supported Employment
  - Phase I —One-to-one training
  - Phase II—Follow-along supports

Programs and Funding Conceptual Model:

Supported Employment
CONTINUED

Individual Performance/Outcomes

- Accomplishment of Adult Individual Educational Plan (AIEP) goals
- Functional completion points
- Competitive employment with ongoing support
- Retention/retraining
- Social integration

Needed Accommodations[2]

- Ongoing services (training and follow-along)
- Not time limited
- Job coach/employment specialist services
- Qualified interpreters
- Situational assessment
- Personal attendants

Funding Recommendations[3]

- Continue Workforce Development and Special Appropriation funding.
- Allow school districts and community colleges to use Workforce Development or Special Appropriation funding, or a combination of these, for Phase I training.
- Allow Special Appropriation funding to be used and provide funding through agencies other than the Department of Education for Phase II follow-along services.
- Continue/expand school district, community college, and agency partnerships to ensure funding is provided to support needed accommodations for adults with disabilities.

CHEN

In 1989, Chen, a 25-year-old man with chronic mental illness, sat at home with few interests and little desire to do anything. He enrolled in the adult basic education class and commercial food service class for adults with disabilities. He thrived in the environment, gaining academic, daily living, computer, interpersonal, and job-related skills.

After approximately a year and a half, Chen began work at a local fast food restaurant with the assistance of an employment specialist. Chen also moved out of his family's home into an apartment with a roommate. With the assistance of a supported living coach, he was able to live independently.

Chen continued to redefine his goals and move toward new ones. Using the skills he acquired in the commercial food service class and with the assistance of his employment specialist, Chen earned a promotion. Currently, he works at a restaurant, lives independently, and participates in a local service organization. He receives occasional follow-along services from the employment specialist. Additionally, he continues to attend classes part-time, feeling he needs the ongoing skill development.

Programs and Funding Conceptual Model:

Transitional Work Experience

(formerly known as "Sheltered Work")

Definition/Program Outcome

"Specialized work or employment training, paid in compliance with the Fair Labor Standards Act, that occurs in a supervised setting where a majority of the workforce is adults with disabilities."

- Focuses on skill acquisition and maintenance for individuals with significant disabilities.
- Is provided in a congregate training facility either on or off site.
- May lead to employment and may be available for extended periods if individual needs and job availability dictate.
- Typically occurs in work settings where a variety of other services are also available to the individual.
- Provides opportunities for individuals to move into other programs.

Programs and Funding Conceptual Model:

Transitional Work Experience
CONTINUED

JOE

In 1996, Joe, a 60-year-old man with a chronic mental illness, including a history of alcohol abuse, was referred to his local adult service provider by staff from the Mental Health Program Office. He lived with his elderly mother and spent most of his time wandering around town or working his vegetable garden. He was often bored and lonely.

Joe expressed an interest in doing outside work and was placed in a grounds maintenance program. With the support of agency staff, he overcame his apprehensions and was able to effectively operated power equipment. He became a valuable team member.

Joe takes pride in his work and accomplishments. He is safety conscious and adept at noticing problems with the equipment. He enjoys his work and likes to tell others how happy he is.

Programs[1] (see *Report* for related performance criteria/quality indicators and program objectives and outcomes):

- Workplace Readiness Skills/Transitional Work Experience (time- limited not to exceed four years)
- Long Term Transitional Work Experience (not time limited)

Individual Performance/Outcomes

- Accomplishment of Adult Individual Education Plan (AIEP) goals
- Successful adjustment to the workplace
- Transition to participation in "contract work activity"
- Transition to Supported Employment or other employment

Needed Accommodations[2]

- Personal attendant, interpreter, behavioral consultant, case manager, counselor
- Productivity assessments for program modification
- Mobility training

Funding Recommendations[3]

- Continue Special Appropriation funding for Workplace Readiness/Transitional Work Experience.
- Provide Special Appropriation funding for individuals for a period not to exceed four years, after which individuals would move to Supported Employment or Adult Day Programs.
- Utilize fund sources other than education appropriations for Long-Term Transitional Work Experience (exceeding four years).
- Continue/expand school district, community college, and agency partnerships to ensure funding is provided to support needed accommodations for adults with disabilities.

Programs and Funding Conceptual Model:

Adult Day Program

Definition/Program Outcomes

"An individualized program for persons with the most significant disabilities that enhances functional and survival skills in the areas of daily living, communication, self-care, and employability."

- Based on Adult Individual Education Plan (AIEP) and assessment results including psycho-social skills.
- Ongoing program designed to maintain or increase an individual's optimal skill level, prevent a need for increased services, and promote community inclusion and work opportunities.
- May include periodic checks to determine the need for support services.

Programs[1] (see *Report* for related performance criteria/quality indicators and program objectives and outcomes):

- Adult Day Program

Individual Performance/Outcomes

- Achievement of AIEP objectives
- Optimal functioning/successful adjustment and community living
- Transition to a higher level
- Volunteer work in community
- Client/parent satisfaction

Needed Accommodations[2]

- Low student/staff ratio
- Specialized staff training (e.g., working with medically fragile)
- Behavior management
- Specialized assessment

Funding Recommendations[3]

- Continue Special Appropriation funding and/or provide funding through other agencies (non-DOE) to support this program.
- Develop collaborative, coordinated funding partnerships, in consideration of responsibilities of other agencies.
- Continue and expand school district, community college, and agency partnerships to ensure funding to support needed accommodations for adults with disabilities.

ROBERTO

Roberto, a 24-year-old man, has been attending an adult and community education program for three years. Because of the severity of his physical and mental disabilities and need for intensive services, it is unlikely that Roberto will be able to work. However, his adult classes provide Roberto with the opportunity to live a full life as he learns new skills, maintains his current skills, and interacts with may people every day in a highly supportive environment.

Roberto accesses the computer with assistive technology, utilizing software that reinforces his functional skills. He enjoys participating in music activities. Roberto's favorite Adult Day Program activities are those that occur in the community.

NOTES

[1] Recommended programs require development of curriculum frameworks and curriculum materials, assessment procedures, staff development activities, program standards, monitoring/quality assurance processes, and program reporting processes.

[2] The following accommodations are essential to all Program/Outcome Areas: Adaptive/assistive technology and services, transportation, and assertive community treatment/other mental health supports as needed.

[3] See also "Other Funding Recommendations," note that transportation-related recommendation applies to all Program/Outcome Areas.

Other Funding Recommendations

In addition to funding of the conceptual model as proposed above, related recommendations are as follows:

- Increase Workforce Development funds to provide support services such as interpreters.
- Continue—through June 2000— flexible guidelines, including current program standards and AIEPs for programs/activities funded through Special Appropriation.
- Build incentives into Special Appropriation funding system for adults who reach individual objectives or transition to a higher program level.
- Provide start-up funds for education programs for adults with disabilities.
- Investigate status of fee waivers/exemptions and the impact on individual adults with disabilities and the overall program support.
- Prepare legislative budget requests to support program growth and address the needs of persons with disabilities exiting school, on waiting lists, and new to Florida.
- Support additional funding of the Transportation Disadvantaged Trust Fund specifically for transportation for eligible adults with disabilities.
- Create a mechanism to expand the use of ("draw down") federal matching dollars.
- Explore the possibility of using a Florida Education Finance Program (FEFP) matrix of services model (similar to that for exceptional student education) for allocations based on the level of support needed by individual adults with disabilities.
- Establish a system in which state and federal funds "follow the person," and are allocated on an individual rather than a program basis.
- Provide additional funding for agencies other than DOE to provide ongoing support services for supported employment follow-along and other services for adults with disabilities.
- Identify non-DOE agencies that provide funding for adult education programs; identify impact on persons with disabilities, populations served, service delivery sites, and duplication/gaps in services.

Barriers/Solutions

To address perceived barriers to effective programs for adults with disabilities, the Task Force recommends ***the establishment of an ongoing structure/process, including stakeholders, to ensure an effective, coordinated system for the education, training, employment, and retention of adults with disabilities.***

Report to the Commissioner

Please see the complete *Report to the Commissioner* for additional information regarding the work of the Task Force and implementation of the Programs and Funding Conceptual Model, including further delineation of the four program/funding areas; essential terms and concepts; program-related planning, development, and implementation recommendations; data elements/collection and sharing recommendations; and quality assurance recommendations. The *Report* is available from the Division of Workforce Development, (1-800-342-9271) or the Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, (850/488-1879), Florida Department of Education.

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